



The Hertfordshire SEND Toolkit

Third edition

The Hertfordshire **SEND Toolkit** **CONTENTS**

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The Hertfordshire **SEND Toolkit**



Introduction: making the most of the SEND Toolkit

- Introduction
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Introduction: making the most of the SEND Toolkit

About the toolkit

A group of Hertfordshire parents and local authority education professionals worked with Herts for Learning SEND advisers to develop this toolkit.

What does the toolkit seek to do?

This toolkit is to help and guide anyone who has an interest in promoting the wellbeing and achievement of Hertfordshire's children and young people with special educational needs and/or disabilities (SEND).

The Hertfordshire SEND Toolkit:

- **helps you find your way around the SEND Code of Practice: 0 to 25 years**
- **can be used as a guide to statutory information and duties placed on schools**
- **signposts you to essential Hertfordshire documents**
- **provides tools to support staff development in your school**
- **provides links to other sources of information, advice and guidance**
- **suggests things you can read and activities you can use**



The toolkit fully reflects the statutory guidance of the **SEND Regulations** and the **SEND Code of Practice: 0 to 25 years**.

Introduction: making the most of the SEND Toolkit



Who is this toolkit for?

The toolkit will be particularly useful to:

- ✓ **SENCOs**
- ✓ **school governors**
- ✓ **school leadership teams (SLTs)**
- ✓ **school support staff**
- ✓ **teachers**

It will also be of interest to:

- ✓ **families**
- ✓ **children and young people**
- ✓ **other education professionals**
- ✓ **health and social care professionals**



How should the toolkit be used?

This accessible, easy-to-use toolkit is a source of information and ideas – a digital online resource you can also print as a document.

It can be used as:

- **a guide to statutory information and duties placed on schools**
- **a signpost to essential Hertfordshire documents**
- **a source of useful resources**
- **training material to develop practice in your school**

Introduction: making the most of the SEND Toolkit

Key to icons used throughout the toolkit:



Statutory information – sets out what **must** be done to comply with the law. See **Tools and references** section at end of each chapter for link to document.



Guidance from the statutory SEND Code of Practice: 0 to 25 years. This explains duties to provide for those with special educational needs, under part 3 of the Children and Families Act 2014. See **Tools and references** section at end of each chapter for link to document.



This icon indicates ideal opportunities for strengthening communication, partnerships and co-production with families.



This icon signposts to guidance, forms, templates and tools from Hertfordshire County Council. See **Tools and references** section at end of each chapter for link to document.



Signposts other suggested resources that may be useful to you. See **Tools and references** section at end of each chapter for link to document.

Introduction: making the most of the SEND Toolkit

Hertfordshire's vision

"All children and young people with SEND 0-25 have access to high quality local provision that meets their needs. Schools, Early Years settings, colleges, services, families, other partners and the local authority work together to support children and young people to make good progress and achieve the best possible outcomes that prepare them effectively for adulthood."

SEND Five Year Strategy, Hertfordshire



The Hertfordshire "**Outcome Bees**" framework aims to ensure a shared vision and overarching objectives for children, young people, and their families.



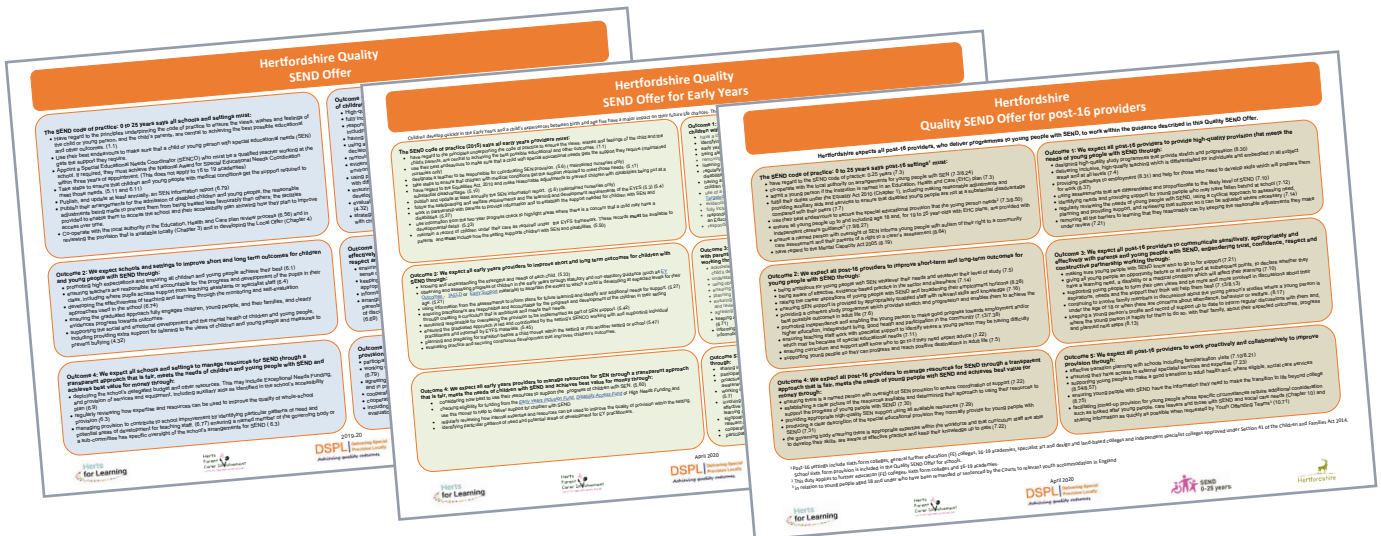
Introduction: making the most of the SEND Toolkit

Hertfordshire's Quality SEND Offer

The Quality SEND Offer describes the special educational provision Hertfordshire expects to be available for children and young people who have SEND. This is built around statutory requirements and the five strategic outcomes from the Hertfordshire SEND Strategy.



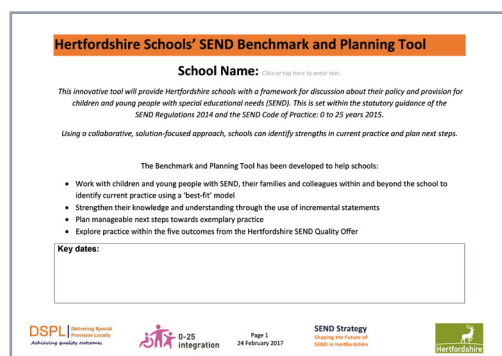
In your school, you should have the summary poster known affectionately as “the indestructible work mat”. This was given to all schools and provides essential information for schools and families.



In April 2020, summary posters for the Early Years and post-16 providers were published.

Introduction: making the most of the SEND Toolkit

Following the publication of the Quality SEND Offer, the Hertfordshire SEND Benchmark & Planning Tool was developed. This provides schools with an innovative framework, for discussion about their policy and provision for children and young people with SEND. Again, the same format has been used.



The screenshot shows the title 'Hertfordshire Schools' SEND Benchmark and Planning Tool' in an orange header. Below it is a 'School Name:' field with a 'click or tap here to enter text' prompt. The main body of the form contains introductory text explaining the tool's purpose and a list of five bullet points describing its goals. At the bottom, there is a 'Key dates:' field and a footer with logos for DSPL, SEND Strategy, and Hertfordshire.

Using a collaborative, solution-focused approach, schools can identify strengths in current practice and plan next steps.

The SEND Benchmark & Planning Tool helps schools to:

- **benchmark their practice against the five outcomes described in the Hertfordshire Quality SEND Offer**
- **strengthen their knowledge and understanding of effective SEN provision, through the use of incremental statements**
- **work proactively and collaboratively with families and with other professionals**



Schools should audit their provision for children and young people with SEND on an annual basis, as part of their whole-school self-evaluation process.

For further information, please refer to the **Improving outcomes** section of this toolkit.

The full suite of documents can be found on Hertfordshire's Local Offer.





Introduction: Tools and references

Useful references:

- Hertfordshire Local Offer
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- Schools: Guide to the 0 to 25 SEND code of practice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf
- SEND Code of Practice: 0 to 25 years, DfE
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disabilities:
A guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Special Educational Needs and Disability Five Year Strategy,
Hertfordshire County Council
<https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/send-strategy-2018-2023.pdf>
- The Children and Families Act 2014, Part 3
<http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

Introduction: making the most of the SEND Toolkit

- The Special Educational Needs and Disability Regulations 2014
http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

Introduction – notes

Lined area for notes, consisting of 28 horizontal lines within a rounded rectangular border.



The Hertfordshire
SEND Toolkit



The Hertfordshire SEND Toolkit



Principles and statutory requirements

Contents:

- **Principles of the SEND Code of Practice:
0 to 25 years**
- **Statutory requirements**
 - The special educational needs coordinator (SENCO)
 - SEN information:
policy and information report
 - Children and young people with
medical conditions
 - Disabled children and young people:
equality, reasonable adjustments and
accessibility planning



Principles and statutory requirements

The principles of the SEND Code of Practice: 0 to 25 years

One of the most significant changes brought in by the Children and Families Act 2014 is the set of principles that apply to special educational needs and disability responsibilities.



The principles focus on the importance of:

- 1. the views, wishes and feelings of the child, young person and their parents**
- 2. the importance of the child, young person and their parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions**
- 3. the need to support the child or young person and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood**

What are the implications for schools?

Schools need to listen to and respond to the views, wishes and feelings of children, young people and their families. By listening to children and young people and their families, schools will get better at providing the right things at the right time.

Principles and statutory requirements

Children, young people and their families need to be actively involved in decision making from the start. Schools and other professionals must make sure that families are provided with information, advice and support, so that they fully understand the decisions or choices to be made. This will ensure schools and families work together in partnership.

Schools need to focus on outcomes and evidence the impact of their actions on the progress of the children and young people.

Schools should make sure children and young people with SEND do well in school, reach their goals and are prepared for their journey as they grow up.

Getting it right in schools

The SEND Code of Practice: 0 to 25 years has led to a shift in experiences for children and young people with SEND and their families. The biggest difference has been from “doing to” to “doing with”, as described in the principles.



Schools should be using person-centred approaches in all their discussions and conversations with children, young people and their families.

As a starting point, explore the range of person-centred thinking tools available from Helen Sanderson Associates. A helpful link can be found in the **Tools and references** section at the end of the chapter.



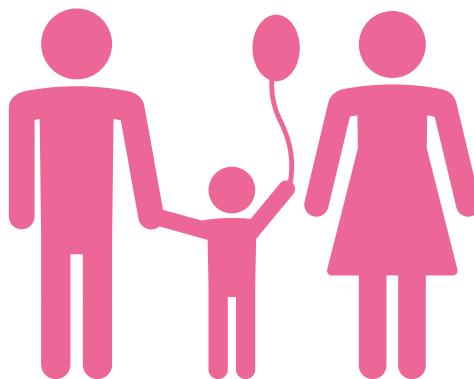
Principles and statutory requirements

When person-centred working is effective, children, young people and their families will:

- ✓ feel confident that their voices will be heard and that their wishes and feelings matter
- ✓ have choice and control over decisions
- ✓ have more say in the direction of travel and feel they are partners in the journey

What would children, young people and their families say about their journey in your school?

See ideas for activities to explore this further in the **Communicating with parents, children and young people** section.



Principles and statutory requirements

Statutory requirements

Throughout the SEND Code of Practice: 0 to 25 years, there are references to things that schools **must** do to be within the law. A handy checklist is available in the **Tools and references** section at the end of this chapter.



SEND Code of Practice: 0 to 25 years "Schools MUST" checklist	
Roles and responsibilities	SEND Code of Practice reference ✓
Governing bodies must ensure that there is a qualified teacher designated as SENCO for the school. The SENCO must be a qualified teacher and, unless they have not fully completed SENCO, must be a qualified teacher and, unless they have not previously been the SENCO at that or any other relevant school for a total period of more than 12 months, they must be a National Award in Special Educational Needs Coordination within three years of appointment.	6.84 6.85
Schools must appoint a designated teacher for looked-after children. Where a looked-after child is being assessed for special educational needs, it is vital to take account of information set out in the care plan. SEND professionals must work closely with other relevant professionals involved in the child's life as a consequence of them being looked after. These include the social worker, designated doctor or nurse, independent reviewing officer (IRO), VSN and designated teacher in school.	10.2 10.7
The school's governing body must ensure that arrangements are in place in schools to support children and young people at school with medical conditions.	3.65
Schools must be required to take measures to ensure discrimination, promote equality of opportunity, and foster good relations between disabled and non-disabled children and young people when carrying out their functions.	3.8
Schools must ensure that children and young people with SEND engage in the activities of the school alongside those who do not have SEND.	5.2
High-quality provision	SEND Code of Practice reference ✓
Schools must 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 social educational needs.	6.2
Schools must inform parents when they are making special educational provision for a child.	6.2
High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must take their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is complemented by other facilities.	1.24
Schools must cooperate with the local authority in the EHC plan review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.	6.56
Additional musts for assessments for EHC plans and reviews in chapter 9.	Chapter 9

The special educational needs coordinator (SENCO)

Every school is required to identify and address the special educational needs of the children and young people that they support.

Mainstream schools¹ **must** ensure that:

- there is a qualified teacher designated as SENCO and employed at the school²
- the SENCO has sufficient time and resources to fulfil their responsibilities, including providing sufficient administrative support and time away from teaching, in a similar way to other important strategic roles



The SENCO **must** hold a National Award in Special Educational Needs Coordination or achieve it within three years of appointment.

1 This includes maintained schools and academies (including free schools) that are not special schools, maintained nursery schools, alternative provision academies and Pupil Referral Units (PRUs)

2 This does not apply to 16–19 academies

Principles and statutory requirements

Guidance on the recruitment of SENCOs is available in the **Tools and references** section.

Guidance on recruitment of special educational needs coordinators (SENCOs)

Relevant legislation/publication:

- The Education (Special Educational Needs Coordinators) (England) Regulations 2014 part 3
- SEN Code of Practice 2015
- Governing bodies of maintained mainstream schools and the proprietors of independent academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.
- All SENCOs new to role since 2009 must successfully complete the National Award for SEN Coordinators (NASENCO) within three years of coming into post. For further information, see [Special Educational Needs and Disability Regulations \(2014\) part 3](#).

The national award must be a postgraduate course accredited by a recognised higher education provider and must meet the nationally prescribed learning outcomes. When appointing staff or arranging for them to study for a national award, schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in the SEN Code of Practice 0 to 25 years. Any selected course should be at least equivalent to 40 credits at postgraduate study.

Her Majesty's Learning Inspector (HMI) is the Education Partnership UK (EPK). Further information about this course is available [here](#).

A recruitment candidate is expected to sign this document, to help you ascertain whether a candidate holds the qualification and, if they do not, the expectation for them to work towards achieving it. Where a new SENCO joins a school, the school must ensure that the SENCO achieves the qualification by the time of the third anniversary of the date on which they first became a SENCO, including service as a SENCO at any previous school.

The following scenarios help to explain the regulations:

Scenario A

- An employee works at School A as a SENCO for eight months (starting 1 January 2016)
- He then moves to School B
- He stays at School B and reaches his third anniversary of being a SENCO. School B is therefore obliged to ensure that he takes the necessary qualification by 1 January 2019

Scenario B

- An employee works at School A as a SENCO for 15 months (starting 1 January 2008)
- He then moves to School B as deputy headteacher
- The employee moves to School C as SENCO in April 2018. He is not required to complete the NASENCO qualification. Consider whether the employee would benefit from updating and refreshing his knowledge and skills in this area. Her Majesty's Learning Inspector offers a range of courses for SENCOs

2020-21

Guidance on recruitment of special educational needs coordinators (SENCOs)

Appendix A
Recruitment checklist – SENCO

Candidate name: _____

Criteria	Action	Verified by and date
1. Does the candidate have qualified teacher status (QTS)?	Proof of QTS must be retained.	
2. Has the candidate worked as a SENCO in another school for more than 12 months prior to 2009?	If yes, there is no statutory requirement for the candidate to hold the National Award for SEN Coordination. However, it is advisable that the candidate refreshes their knowledge and skills.	
3. If no, does the candidate hold the National Award for SEN Coordination?	If yes, proof of certification must be retained. If no, continue to point 4.	
4. Is the candidate working towards the National Award for SEN Coordination?	If yes, confirm when the candidate is due to complete the qualification and request confirmation that they are enrolled on a recognised course. Confirm the date at which the candidate should be working as a SENCO, so that the school can ensure that they complete the qualification by the third anniversary of them starting as a SENCO. If no, are the candidate willing to adapt the candidate to gain the qualification? If yes, refer to Appendix B.	

Please refer to Appendix B if you are appointing a new SENCO who is required to complete the qualification, and you are willing to support them in gaining this qualification.

2020-21

Recruitment checklist – SENCO

Appendix B
Training agreement between employee and school

1. Definitions

In this agreement, the following terms shall have the following meanings:

"Training Course" – FULL NAME OF TRAINING COURSE/QUALIFICATION
"Employee" – [NAME]
"Employer" – NAME OF SCHOOL

2. Time frame

In accordance with The Education (Special Educational Needs Coordinators) (England) Regulations 2014 part 3, the Employee is statutorily required to obtain the Minister's new National Award for Special Educational Needs Coordination by [INSERT DATE – 3rd ANNIVERSARY OF BECOMING A SENCO]

3. Expectations

The Employee agrees to:

- dedicate appropriate levels of time and effort outside of their contractual working hours to ensure the satisfactory completion of the training course within the agreed timeframes
- attend appropriate events in order to complete necessary sectors of the Training Course or to ensure best possible chance of satisfactory completion
- keep the Employer informed of their progress throughout the training course and ensure that evidence is provided of the date on which the Employee gains the qualification, as soon as it is available

4. Training expenses (delete if not applicable)

The Employee agrees that the total costs incurred by the Employer for their training course is [TOTAL]. This includes course fees, membership fees, examination fees and essential course books (delete as appropriate).

The Employee agrees that, as part of their duties under their Contract of Employment, they will attend the course diligently and apply the whole of their energies during the training course to the acquisition of the skills and knowledge taught or otherwise made available in connection with the course and to the successful achievement of all work tests and examinations.

2020-21

Training agreement between employee and school

5. Payment of fees (delete if not applicable)

The Employer will repay funding in full (including course, exam and professional body registration fees) if:

- they fail the course, fail to complete the course, fail to sit an examination within a reasonable period or fail to show satisfactory progress
- they leave the organisation or transfer within [TIME PERIOD]
- they are dismissed through disciplinary or capability proceedings during the course of the [TIME PERIOD] in- or period

The school reserves the right to claim repayment from the Employee's salary. The maximum amount possible will be taken from the salary where there are insufficient funds in the salary. Further repayments will be arranged with the budget manager and the agreed period.

If the Employee's job is made redundant, they will not be required to repay funding. The school will not pay any outstanding costs in order for them to leave their course.

If the Employee is granted voluntary redundancy or early retirement a decision will be made on an individual basis regarding repayments.

If the Employee takes maternity, parental or sick leave during the [INSERT TIME PERIOD], there will be no extension to this in-period.

Should the Employee be absent due to disciplinary or grievance proceedings against them during the [INSERT PERIOD], this will be extended to ensure the Employer works for [INSERT] full years after they gain the qualification.

6. Signatures

Employee

Print Name: _____ Signature: _____

Date: _____

Line manager

Print Name: _____ Signature: _____

Date: _____

2020-21

Principles and statutory requirements

What is the SENCO's role?

A school SENCO, in partnership with the headteacher and governing body, determines the strategic development of SEND policy and provision in the school.

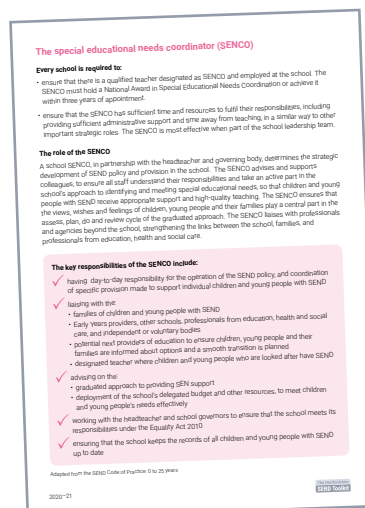
The SENCO is most effective when part of the school leadership team.

The SENCO advises and supports colleagues, to ensure all staff understand their responsibilities and take an active part in the school's approach to identifying and meeting special educational needs, so that children and young people with SEND receive appropriate support and high-quality teaching.

The SENCO ensures that the views, wishes and feelings of children, young people and their families play a central part in the assess, plan, do and review cycle of the graduated approach.

The SENCO liaises with professionals and agencies beyond the school, strengthening the links between the school and families, and professionals from education, health and social care.

A helpful summary printout on the role of the SENCO is available in the **Tools and references** section.



Principles and statutory requirements

What are the SENCO's key responsibilities?

The SENCO's responsibilities include:

- ✓ having day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual children and young people with SEND
- ✓ liaising with the:
 - families of children and young people with SEND
 - Early Years settings; other schools; professionals from education, health and social care; and independent or voluntary bodies
 - potential next providers, to ensure a child or young person and their family are informed about options and a smooth transition is planned
 - designated teacher, where a looked-after child or young person has SEND
- ✓ advising on the:
 - graduated approach to providing SEN support
 - deployment of the school's delegated budget and other resources, to effectively meet the needs of children and young people
- ✓ working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010
- ✓ ensuring that the school keeps the records of all children and young people with SEND up to date



Principles and statutory requirements

SEN information

The code of practice clearly states that schools must set out their SEND policy and information on its approach to supporting children and young people with SEND.

As described earlier in this chapter, the SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEND policy and provision in the school. In addition, the SENCO has day-to-day responsibility for the operation of the SEND policy, and coordination of specific provision made to support individual children and young people with SEND.



Ref. 6.87, 6.88, 6.90



A helpful checklist to use when developing or reviewing your SEND policy is available in the **Tools and references** section at the end of this chapter.

Creating a SEND policy
A checklist for mainstream schools

This checklist reflects relevant parts of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs Regulations 2014.

Policy sub-headings	Possible text	Further detail can be found here
School context		
Who was involved in creating the policy and how?		
Reference to statutory legislation	This policy refers to Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. Full consideration has been given to the Code of Practice SEND 0-25 years (January 2015).	Code p2, 18, 91
School's objective		Code 1.1 Code 6.1-2
Definition of SEN	A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: • have a significantly greater difficulty in learning than the majority of others of the same age or • have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.	Code 6.15 Code 6.16 Code 6.17 Code 6.23-24 Code 6.28-30 Code 6.32-35
Equality and inclusion	Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is: “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.	Code p16
Pupils with medical conditions		Code 6.11
Roles and responsibilities		Code 6.2-6.3 Code 6.17 Code 6.26 Code 6.43 Code 6.79 Code 6.84-6.85 Code 6.87-6.90

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The SEN information report provides information to families about the implementation of the SEND policy in an accessible format.

Principles and statutory requirements

What is a school SEN information report?

SEN information report

Under the Special Educational Needs and Disabilities Regulations 2014, a school must provide information to parents on how they support children and young people with SEND.



The SEN information report tells families how the school's SEND policy works in practice. It should be written in a way that makes the information clear and easily understood.

Schools **must** publish their SEN information report on their website.

The SEN information report should be reviewed at least once a year (or updated as soon as possible if a change is made).

In Hertfordshire, a group of parents and schools worked together to come up with key questions they would find helpful to be answered.



Schools should use these questions, available in a template, to write their SEN information report.



The accompanying guidance document should be followed to make sure the school covers all the points required in the SEND regulations.

This is available in the **Tools and references** section at the end of this chapter.

Each school can decide what their SEN information report looks like.

Principles and statutory requirements

Ensuring a high-quality SEN information report

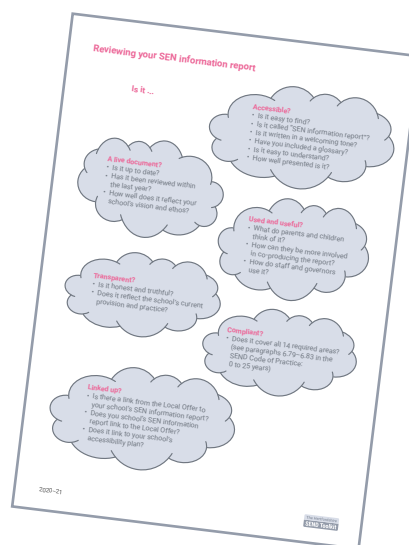
Keeping the SEN information report as a live, up-to-date profile enables schools to celebrate the quality of the school's provision for children and young people with SEND.

Developing and reviewing a school's SEN information report is an opportunity to think about how to involve parents and carers, children and young people.

How do you support and encourage families to participate?



Use the bubble “prompt” sheet available in the **Tools and references** section to help you explore the quality of your SEN information report.



Principles and statutory requirements

Supporting children and young people at school with medical conditions

Where children and young people with medical conditions also have special educational needs, their provision should be planned and delivered in a coordinated way. Schools should ensure they work closely with health and social care professionals, and children, young people and their families.



Children and young people with medical needs may receive education in a number of ways. They may attend school. If they cannot attend school full-time, they may be supported by a member of staff from Hertfordshire's Education Support for Medical Absence (ESMA), part of the ISL SEND Specialist Advice and Support Service, or attend a hospital school.



Are you complying with the law?

- Since September 2014, school governing bodies have had **a duty** to make arrangements to support children and young people with medical conditions, in terms of both physical and mental health, so they can play a full and active role in school life, remain healthy and achieve their academic potential.
- Schools **must** have a policy for supporting children and young people with ongoing health needs, and a named person who can be contacted by parents and the local authority.
- Some children with medical conditions may be considered to be disabled. Where this is the case, school governing bodies must comply with their **duties** under the Equality Act 2010. This includes making reasonable adjustments and ensuring equality of opportunity for the children and young people at their school.



Principles and statutory requirements

How do I develop the school's policy for supporting children and young people with medical conditions?

All schools **must** have a policy for supporting children and young people with medical conditions. This should be reviewed regularly and be readily available to parents. A Hertfordshire model exemplar policy for schools to modify and adopt is available. This describes the essential points and is in line with DfE statutory guidance, "Supporting pupils at school with medical conditions".



How do I write an individual healthcare plan?

An individual healthcare plan describes exactly what support a child or young person needs in school, when they need it and who is going to give it.

It should also include information about the impact any medical condition may have on a child or young person's learning and behaviour.

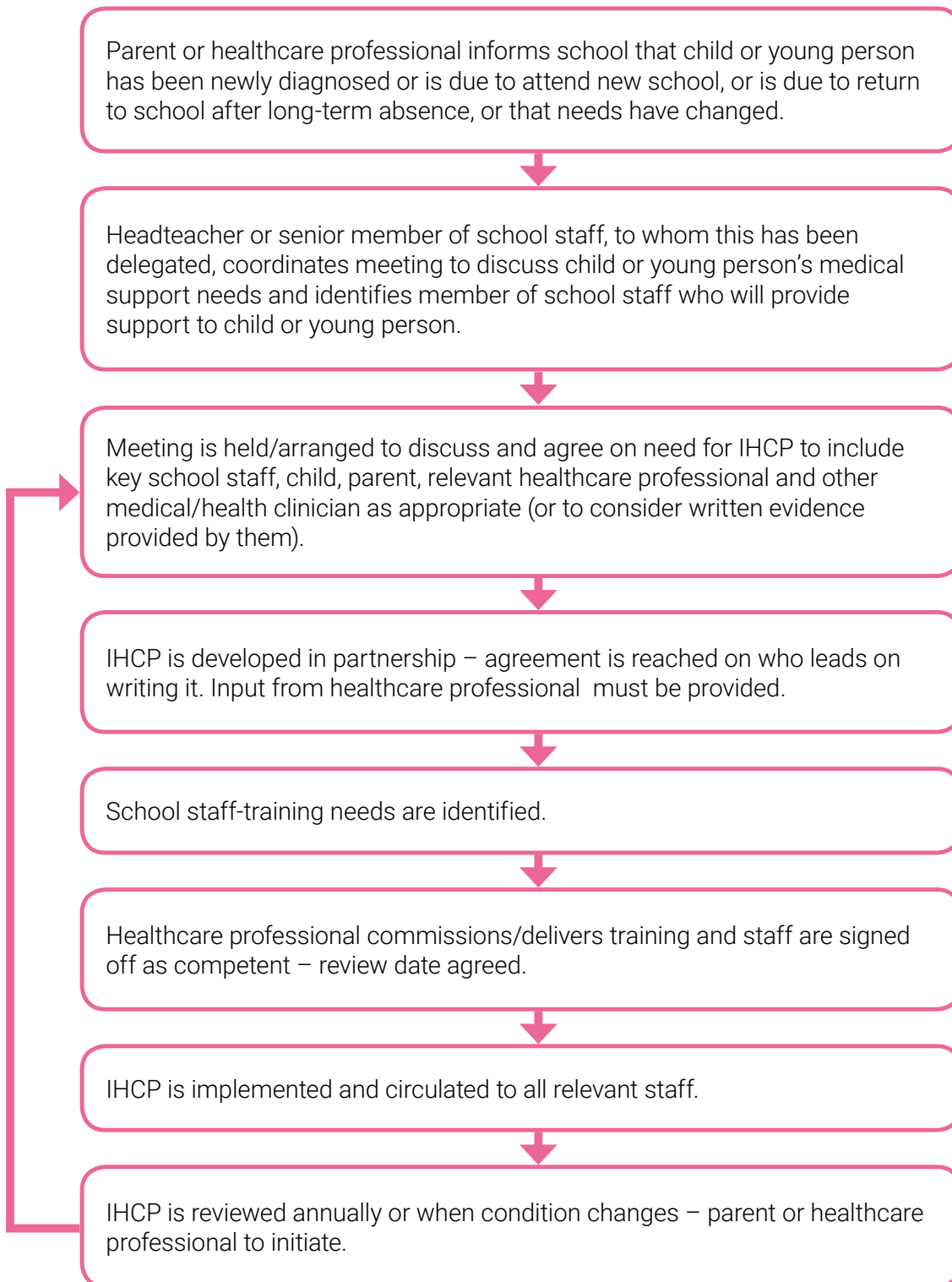
It should be written with input from the child, their family, relevant school staff and healthcare professionals.

The DfE has prepared a set of templates to help schools. Schools are free to adapt them as they wish, design their own templates or use templates from another source.



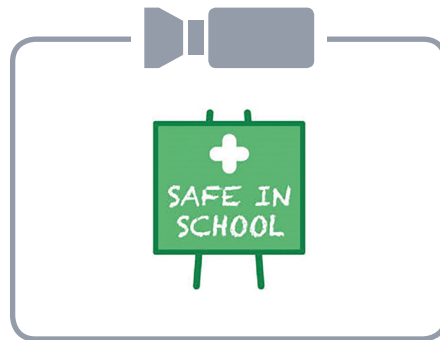
Principles and statutory requirements

The diagram below suggests a process for developing individual healthcare plans (IHCPs).

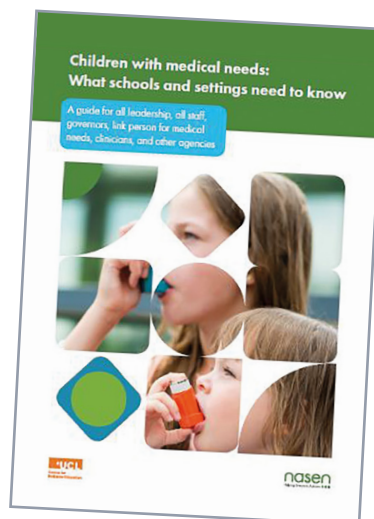


Principles and statutory requirements

For tips on how to put the right support in place, watch and share the short film “Safe in School” produced by the Health Conditions in School Alliance. See **Tools and references** section for web link.



Read and share NASEN’s mini guide for further practical advice, help and guidance.



Principles and statutory requirements

Making reasonable adjustments and accessibility planning for disabled children and young people

How do I develop the school's policy?

Many children and young people who have SEN may have a disability under the Equality Act 2010. That is,



“a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”

A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions (such as asthma, diabetes, epilepsy and cancer) and also hidden impairments (such as specific learning difficulties and autism).

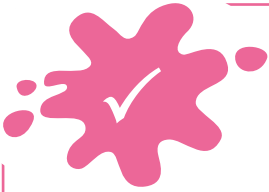
The definition provides a relatively low threshold and includes more children than many realise. Long-term is defined as “lasting a year or more”. Substantial is defined as “more than minor or trivial”.

The disability discrimination legislation within the Equality Act 2010 covers disabled children and young people, whether or not they have SEN.



Ref. 6.8

Principles and statutory requirements



Remember ...



- When considering whether someone is disabled, it is the effect of an impairment that has to be considered.



- Schools should take “reasonable steps” to find out if a child is disabled. This could be through discussions with families, or through careful observation of progress or behaviour. Make sure to ask in a way that encourages parents, or the children and young people themselves, to share information. Remember to be sensitive and ask parents in the broadest terms, as they may not think of their child as disabled.



- Schools don't have to collect information about disability but they will be in a better position to show how they are promoting disability equality if they do.

Principles and statutory requirements

What are a school's duties for disabled children and young people under the Equality Act 2010?

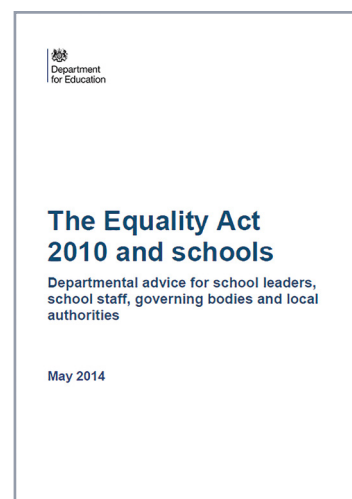
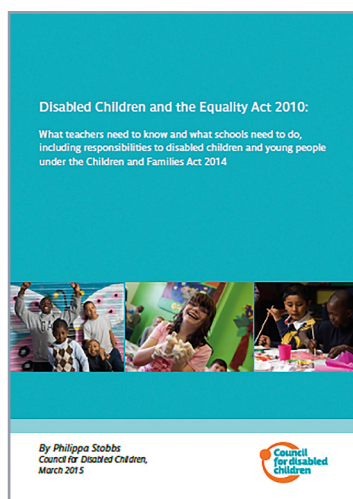
Under the Equality Act 2010, disability is one of the protected characteristics. The overriding principle of equality legislation is generally one of equal treatment. However, the law on disability discrimination is different from the rest of the act in a number of ways.



This means schools:

- are allowed to treat disabled children and young people more favourably than those who are not disabled
- must often make reasonable adjustments to put disabled children and young people on a more level footing than those without a disability

For further practical help, read the Council for Disabled Children's useful guide and the DfE advice for school leaders. Links to both publications can be found in the **Tools and references** section at the end of this chapter.



Principles and statutory requirements

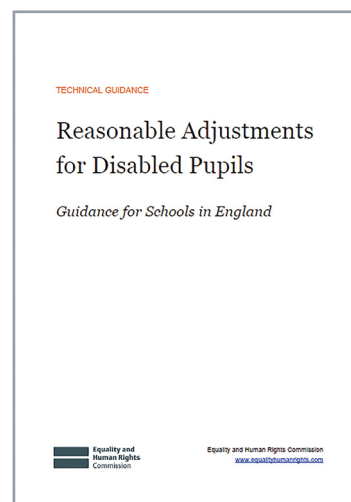
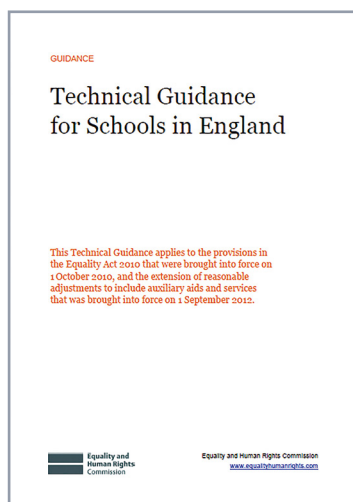
What are reasonable adjustments?

Schools have a duty to make reasonable adjustments for disabled children and young people, to avoid any disadvantage that may occur as a result of their disability, and enable them to participate in the whole life of the school. **This duty is anticipatory.** Therefore, schools need to think ahead about what disabled children and young people might require and what adjustments may need to be made for them.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

The act does not say what is reasonable. This allows for flexibility for different circumstances, so that what may be reasonable in one situation may not be reasonable in another.

To understand the Equalities Act 2010 and to meet responsibilities in a straightforward way, schools should refer to the Equality and Human Rights Commission's "Technical Guidance for Schools in England", which is available in the **Tools and references** section.



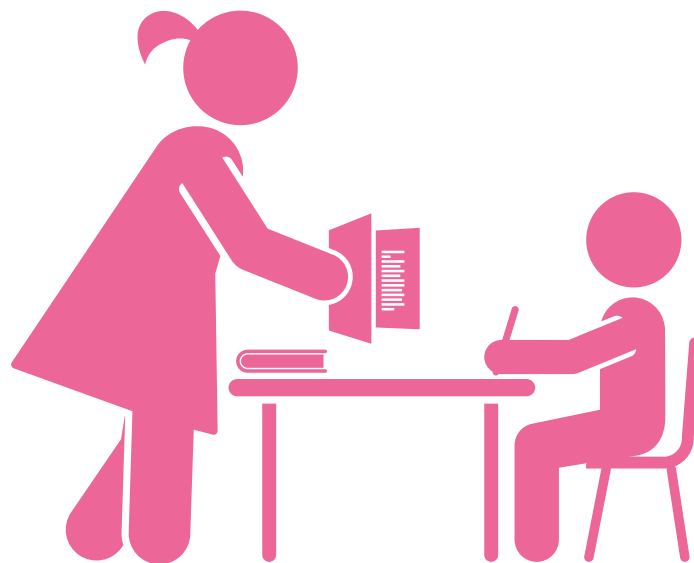
Principles and statutory requirements



Remember ...

... in schools that are effective at making reasonable adjustments, children and young people and their families:

- ✓ share their expertise about living with a disability
- ✓ are central to the conversations
- ✓ are acknowledged to be the best judges of what is effective
- ✓ are good advocates for what is working well for them



Principles and statutory requirements



Top tips for making reasonable adjustments

Consider the potential impact on disabled children and young people in terms of:



time and effort



inconvenience, indignity or discomfort



loss of opportunity, diminished progress



wellbeing

To make reasonable adjustments, schools will need to:



plan ahead



consider the way they deploy their resources



work collaboratively with disabled children and young people and their families to identify potential barriers



identify practical solutions through a person-centred problem-solving approach



ensure that staff have the necessary knowledge, skills and understanding



keep an eye on the difference the adjustments make for the child or young person and adapt or amend as necessary

Principles and statutory requirements

Schools will know they are successfully making reasonable adjustments when disabled children and young people:



are participating fully in the classroom, in the school curriculum and at breaks, lunchtime and beyond the school day



say they feel part of the life of the school



say they feel they are included by their peers in all parts of school life

Schools will know they are successfully making reasonable adjustments when the families of disabled children and young people:



tell them that they feel their child is fully included in the life of the school

Schools will know they are successfully making reasonable adjustments when all staff in the school:



demonstrate awareness and sensitivity when working with disabled children and young people



feel knowledgeable and confident about the reasonable adjustments they make



naturally anticipate new barriers and adjust their practice accordingly



use a range of opportunities across the curriculum to provide positive images of disability

Principles and statutory requirements

How do I develop an accessibility plan?

Schools **must** publish an accessibility plan to improve access to education for disabled children and young people.



An accessibility plan meets statutory requirements when:

- ✓ it is published on the school's website and is easily available
- ✓ it is reviewed annually and renewed every three years
- ✓ it covers the three strands to ensure schools are:
 - increasing access to the curriculum for disabled children and young people
 - making improvements to the physical environment, to increase access to education and associated services
 - making improvements in the provision of information for disabled children and young people where it is provided in writing for those who are not disabled

Schools should take account of Hertfordshire's accessibility strategy when drawing up their own accessibility plans.



Principles and statutory requirements

In great schools, everyone takes responsibility for accessibility. For example, access to the curriculum is in the hands of every curriculum leader, and so on. Overall, the senior leadership team has a strategic overview of accessibility planning and reports regularly to governors.

Helpful guidance, a checklist and a suggested format for an accessibility plan is available in the **Tools and references** section at the end of this chapter.

Identifying Barriers to Access checklist

Date completed:

Checklist completed by:

Section 1: How does our school deliver the curriculum to disabled children and young people?

Question	RAG rating	Notes	Next steps
Do we ensure that teachers and teaching assistants have the necessary training to teach and support children and young people?			
Are our classrooms optimally organised for children and young people?			
Do lessons provide opportunities for all children and young people to achieve?			
Are lessons responsive to the diversity of children and young people?			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			
Are all children and young people encouraged to take part in music, drama and physical activities?			

2020-21

Accessibility Plan framework

How we plan to increase the extent to which disabled children and young people can participate in our school curriculum

Current good and developing practice	Identified focus areas	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates

How we plan to improve the physical environment of our school for disabled children and young people

Current good and developing practice	Identified focus areas	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates

How we plan to improve the delivery of information to disabled children and young people

Current good and developing practice	Identified focus areas	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates

Principles and statutory requirements



Principles and statutory requirements Tools and references

Tools:

“Schools MUST” checklist

Guidance on the recruitment of special educational needs coordinators (SENCOs)

SENCO recruitment checklist

SENCO training agreement sheet

The special needs coordinator: information sheet

SEND Policy Checklist

HCC guidance for using the school’s SEN information report template

Reviewing your SEN information report

Identifying Barriers to Access checklist

Accessibility Plan framework

Useful references:

- A model policy describing the essential criteria for how a school can meet the needs of children and young people with long-term medical conditions, in line with DfE statutory guidance

<https://thegrid.org.uk/search/all?term=medical%20conditions>

- Children and Families Act 2014, part 3

<http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

- “Children with medical needs: What schools and settings need to know”, NASEN 2018

<https://nasen.org.uk/resources/children-medical-needs-what-schools-and-settings-need-know>

Principles and statutory requirements



Principles and statutory requirements Tools and references

- “Equality Act 2010: advice for schools”
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- For a useful summary of the relevant legislation, please go to
<http://medicalconditionsatschool.org.uk/documents/Legal-Situation-in-Schools.pdf>
- HCC medical absence information
https://www.thegrid.org.uk/learning/sen/key_documents/
- “Safe in School” film
<http://medicalconditionsatschool.org.uk/>
- Helen Sanderson Associates, person-centred thinking tools
<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>
- Hertfordshire Local Offer
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- SEND Code of Practice: 0 to 25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Special Educational Needs and Disability Regulations 2014
http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

Principles and statutory requirements



Principles and statutory requirements Tools and references

- “Supporting pupils at school with medical conditions – Statutory guidance, templates and links to other useful resources”, DfE, December 2015
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Disabled Children and the Equality Act 2010 for Schools
https://councilfordisabledchildren.org.uk/help-resources/resources/disabled-children-and-equality-act-2010-schools?gclid=EAlaIqobChMlw7LI1PjM6gIVWODtCh2WZAdeEAAYASAAEgLD_vD_BwE
- Equality and Human Rights Commission “Technical Guidance for Schools in England”
<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>
- Equality and Human Rights Commission “Reasonable Adjustments for Disabled Pupils – Guidance for Schools in England”
https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf

SEND Code of Practice: 0 to 25 years

“Schools MUST” checklist

Roles and responsibilities	SEND Code of Practice reference	✓
Governing bodies must ensure that there is a qualified teacher designated as SENCO for the school. The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than 12 months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.	6.84 6.85	
Schools must appoint a designated teacher for looked-after children. Where a looked-after child is being assessed for special educational needs, it is vital to take account of information set out in the care plan. SEND professionals must work closely with other relevant professionals involved in the child’s life as a consequence of them being looked after. These include the social worker, designated doctor or nurse, independent reviewing officer (IRO), VSH and designated teacher in school.	10.2 10.7	
The school’s governing body must ensure that arrangements are in place in schools to support children and young people at school with medical conditions.	3.66	
Schools must have regard to the need to eliminate discrimination, promote equality of opportunity, and foster good relations between disabled and non-disabled children and young people when carrying out their functions.	3.8	
Schools must ensure that children and young people with SEND engage in the activities of the school alongside those who do not have SEND.	6.2	

High-quality provision	SEND Code of Practice reference	✓
Schools must 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 special educational needs.	6.2	
Schools must inform parents when they are making special educational provision for a child.	6.2	
High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high-quality teaching and is compromised by anything less.	1.24	
Schools must cooperate with the local authority in the EHC plan review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.	6.56	
Additional musts for assessments for EHC plans and reviews in chapter 9.	Chapter 9	

Publishing Information	SEND Code of Practice reference	✓
<p style="text-align: center;">Special Educational Needs and Disability Regulations (2014)</p> <p>All schools must publish details of what SEN provision is available through the SEN information report.</p> <p>Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for children and young people with SEND.</p> <p>The information must also include information about:</p> <ul style="list-style-type: none"> • the arrangements for the admission of disabled children and young people • the steps taken to prevent disabled children and young people from being treated less favourably than others • the facilities provided to assist access for disabled children and young people • the schools' accessibility plans, showing how they plan to improve access progressively over time <p>The school-specific information should relate to the school's arrangements for providing a graduated response to children's special educational needs. It should elaborate on the information provided at a local authority-wide level in the Local Offer.</p> <p>Further details of the information that must be included in the SEN information report are available in section 6.79 of the SEND Code of Practice.</p>	<p style="text-align: center;">3.7</p> <p style="text-align: center;">4.34</p> <p style="text-align: center;">4.35</p> <p style="text-align: center;">6.79</p>	
<p style="text-align: center;">Equality Act 2010</p> <p>Schools must publish information to demonstrate their compliance with the general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.</p>	<p style="text-align: center;">3.8</p>	

Working with others	SEND Code of Practice reference	✓
<p>Schools must cooperate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4).</p>	<p style="text-align: center;">6.8</p>	

Guidance on recruitment of special educational needs coordinators (SENCOs)

Relevant legislation/publications:

- The Education (Special Educational Needs Coordinators) (England) Regulations 2014 part 3
- SEND Code of Practice 2015

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.

All SENCOs new to role since 2009 must successfully complete the National Award for SEN Coordination (NASENCO) within three years of coming into post. For further information, see [Special Educational Needs and Disability regulations \(2014\) part 3](#).

The national award must be a postgraduate course accredited by a recognised higher education provider and must meet the nationally prescribed learning outcomes. When appointing staff or arranging for them to study for a national award, schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in the SEND Code of Practice: 0 to 25 years. Any selected course should be at least equivalent to 60 credits at postgraduate study.

Herts for Learning's recommended provider is the Eastern Partnership UK (SEND). Further information about this course is available [here](#).

A recruitment checklist is appended to this document, to help you ascertain whether a candidate holds the qualification and, if they do not, the expectation for them to work towards achieving it.

Where a new SENCO joins a school, the school must ensure that the SENCO achieves the qualification by the time of the third anniversary of the date on which they first became a SENCO, including service as a SENCO at any previous school.

The following examples help to explain the regulations:

Scenario A

- An employee works at School A as a SENCO for eight months (starting 1 January 2016).
- He then moves to School B.
- He stays at School B and reaches his third anniversary of being a SENCO. School B is therefore obliged to ensure that he has the necessary qualification by 1 January 2019.

Scenario B

- An employee works at School A as a SENCO for 15 months (starting 1 January 2008).
- He then moves to School B as deputy headteacher.
- The employee moves to School C as SENCO in April 2018. He is not required to complete the NASENCO qualification. Consider whether the employee would benefit from updating and refreshing his knowledge and skills in this area. Herts for Learning offers a range of courses for SEND.

Recruitment checklist – SENCO

Candidate name:

Criteria	Action	Verified by and date
1. Does the candidate have qualified teacher status (QTS)?	Proof of QTS must be retained.	
2. Has the candidate worked as a SENCO in another school for more than 12 months prior to 2009?	If yes, there is no statutory requirement for the candidate to hold the National Award for SEN Coordination. However, it is advisable that the candidate refreshes their knowledge and skills.	
3. If no, does the candidate hold the National Award for SEN Coordination?	If yes, proof of certification must be retained. If no, continue to point 4 .	
4. Is the candidate working towards the National Award for SEN Coordination?	If yes, confirm when the candidate is due to complete the qualification and request confirmation that they are enrolled on a recognised course. Confirm the date at which the candidate started working as a SENCO, so that the school can ensure that they complete the qualification by the third anniversary of them starting as a SENCO. If no, are the school willing to support the candidate in gaining the qualification? If yes, refer to Appendix B.	

Please refer to Appendix B if you are appointing a new SENCO who is required to complete the qualification, and you are willing to support them in gaining this qualification.

Training agreement between employee and school

1. Definitions

In this agreement, the following terms shall have the following meanings:

“Training Course” – [FULL NAME OF TRAINING COURSE/QUALIFICATION]

“Employee” – [NAME]

“Employer” – [NAME OF SCHOOL]

2. Time frame

In accordance with The Education (Special Educational Needs Coordinators) (England) Regulations 2014 part 3, the Employee is statutorily required to obtain the Master’s-level National Award for Special Educational Needs Coordinator by [INSERT DATE – 3rd ANNIVERSARY OF BECOMING A SENCO]

3. Expectations

The Employee agrees to:

- dedicate appropriate levels of time and effort outside of their contractual working hours to ensure the satisfactory completion of the training course within the agreed timescales
 - attend appropriate events in order to complete necessary sections of the Training Course or to ensure best possible chance of satisfactory completion
 - keep the Employer informed of their progress throughout the training course and ensure that evidence is provided of the date on which the Employee gains the qualification, as soon as it is available
-

4. Training expenses (delete if not applicable)

The Employee agrees that the total costs incurred by the Employer for their training course is [£TOTAL]. This includes [course fees, membership fees, examination fees and essential course books] (delete as appropriate).

The Employee agrees that, as part of their duties under their Contract of Employment, they will attend the course diligently and apply the whole of their energies during the training course to the acquisition of the skills and knowledge taught or otherwise made available in connection with the course and to the successful achievement of all work tests and examinations.

5. Repayment of fees (delete if not applicable)

The Employee will repay funding in full (including course, exam and professional body registration fees) if:

- they fail the course, fail to complete the course, fail to sit an examination within a reasonable period or fail to show satisfactory process
- they leave the organisation or transfer within [TIME PERIOD]
- they are dismissed through disciplinary or capability proceedings during the course of the [TIME PERIOD] tie-in period

The school reserves the right to claim repayment from the Employee’s salary. The maximum amount possible will be taken from the salary. Where there are insufficient funds in the salary, further repayments will be arranged with the budget manager and the payroll provider.

If the Employee’s post is made redundant, they will not be required to repay funding. The school will not pay any outstanding costs in order for them to finish their course.

If the Employee is granted voluntary redundancy or early retirement, a decision will be made on an individual basis regarding repayments.

If the Employee takes maternity, paternity or sick leave during the [INSERT TIE-IN PERIOD], there will be no extension to this tie-in period.

Should the Employee be absent due to disciplinary or grievance procedures against them during the [TIE-IN PERIOD], this will be extended to ensure the Employee works for [INSERT] full years after they gain the qualification.

6. Signatures

Employee

Print name:..... Signature:.....

Date:

Line manager

Print name:..... Signature:.....

Date:

The special educational needs coordinator (SENCO)

Every school is required to:

- ensure that there is a qualified teacher designated as SENCO and employed at the school. The SENCO must hold a National Award in Special Educational Needs Coordination or achieve it within three years of appointment.
- ensure that the SENCO has sufficient time and resources to fulfil their responsibilities, including providing sufficient administrative support and time away from teaching, in a similar way to other important strategic roles. The SENCO is most effective when part of the school leadership team.

The role of the SENCO

A school SENCO, in partnership with the headteacher and governing body, determines the strategic development of SEND policy and provision in the school. The SENCO advises and supports colleagues, to ensure all staff understand their responsibilities and take an active part in the school's approach to identifying and meeting special educational needs, so that children and young people with SEND receive appropriate support and high-quality teaching. The SENCO ensures that the views, wishes and feelings of children, young people and their families play a central part in the assess, plan, do and review cycle of the graduated approach. The SENCO liaises with professionals and agencies beyond the school, strengthening the links between the school, families, and professionals from education, health and social care.

The key responsibilities of the SENCO include:

- ✓ having day-to-day responsibility for the operation of the SEND policy, and coordination of specific provision made to support individual children and young people with SEND
- ✓ liaising with the:
 - families of children and young people with SEND
 - Early Years providers, other schools, professionals from education, health and social care, and independent or voluntary bodies
 - potential next providers of education to ensure children, young people and their families are informed about options and a smooth transition is planned
 - designated teacher where children and young people who are looked after have SEND
- ✓ advising on the:
 - graduated approach to providing SEN support
 - deployment of the school's delegated budget and other resources, to meet children and young people's needs effectively
- ✓ working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010
- ✓ ensuring that the school keeps the records of all children and young people with SEND up to date

Adapted from the SEND Code of Practice: 0 to 25 years

Creating a SEND policy

A checklist for mainstream schools

This checklist reflects relevant parts of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs Regulations 2014.

Policy sub-headings	Possible text	Further detail can be found here
School context		
Who was involved in creating the policy and how?		
Reference to statutory legislation	<p>This policy refers to Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.</p> <p>Full consideration has been given to the Code Of Practice SEND 0-25 years (January 2015).</p>	Code p12, 18, 91
School's objectives		Code 1.2 Code 6.1-6.2
Definition of SEN	<p>A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> • have a significantly greater difficulty in learning than the majority of others of the same age, or • have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions 	Code p15-16 Code 6.15 Code 6.23-6.24 Code 6.28-6.30 Code 6.32-6.35
Equality and inclusion	Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".	Code p16
Pupils with medical conditions		Code 6.11
Roles and responsibilities		Code 6.2-6.3 Code 6.17 Code 6.36 Code 6.43 Code 6.79 Code 6.84-6.85 Code 6.87-6.90
School's approach to identification		Code 6.5 Code 6.14-6.27

Policy sub-headings	Possible text	Further detail can be found here
SEN support		Code 6.44-6.56
Education, health and care plans		Code 6.63
School's approach to teaching pupils with SEND		Code 6.12 Code 6.36-6.43
School's approach to involving parents/carers		Code 6.2 Code 6.76. Code 6.19-6.20 Code 6.39 Code 6.43 Code 6.59 Code 6.64-6.71 Code 6.81 Code 6.90
School's approach to actively listening to pupils' views		Code 6.7 Code 6.19-6.20 Code 6.39 Code 6.43 Code 6.81 Code 6.90
Record keeping, monitoring and data management		Code 6.4 Code 6.8 Code 6.25 Code 6.37 Code 6.72-6.77
Working together with others, including health and social care and outside specialists		Code 6.8 Code 6.20 Code 6.37 Code 6.58 Code 6.59-6.62
Transition		Code 6.13 Code 6.16 Code 6.40 Code 6.57
Children in specific circumstances		Code 6.80 Code 6.90
Training and expertise of staff		Code 6.4 Code 6.37
Safeguarding, including anti-bullying, e-safety		Code 6.22
Funding and Resources		Code 6.95-6.99
SEN information report		Code 6.2 Code 6.8 Code 6.79-6.82
Complaints process		
Links to other school policies		
Appendices		

Guidance for using the school's SEN information report template

The SEN information report provides information on a school's website about the implementation of its policy for children and young people with SEND. This should be updated annually. Any changes to the information occurring during the year should be updated as soon as possible. See SEND Code of Practice: 0 to 25 years (6.79–6.81)

Hertfordshire SEND Quality Offer outcome	Aligned questions from SEN information report
Outcome 1	1a, 1b, 2, 4, 7, 10 and 11
Outcome 2	3 and 5
Outcome 3	8, 9, 12 and 15
Outcome 4	14
Outcome 5	6, 13 and 16

Introduction	
Include in this section	Other sources of information
<ul style="list-style-type: none"> • Welcome to our SEN information report • Contents • Co-production with families • Questions or suggestions on the SEN information report • About the school (include details about the school, including the percentage of SEN in relation to national average and range of special educational needs) 	SEND regulations (2014) reference: 1

1a. How does the school know if the children / young people need extra help 1b What should I do if I think my child may have special educational needs?	
Include in this section	Other sources of information
<ul style="list-style-type: none"> • How does your school identify children / young people with special educational needs? • How are parents informed if their child has special educational needs? • How will parents/carers be able to raise any concerns they may have? • How are children and young people's views listened to? • Provide name contact details of SENCO and others whom parents can speak to in the school. 	SEND regulations (2014) reference: 2,4,7 and 8 SEND Code of Practice, pages 15 and 16 for definition of SEND SEND Code of Practice (6.14–6.27) SEND Code of Practice (6.64–6.71)

2. How will the school support my child?	
Include in this section	Other sources of information
<ul style="list-style-type: none"> • Explain the different roles of school staff and how they support children with SEND in the school (e.g. class teacher, form tutor, subject teachers, learning support assistants, head of year, SENCO, headteacher, governors). • How do the school plan and oversee the provision for a child/young person? • How are parents and carers involved in discussions about provision for their child? 	SEND Code of Practice (6.36–6.56) SEND Code of Practice (6.64–6.71)

3. How will I know how my child is doing?

Include in this section	Other sources of information
<ul style="list-style-type: none"> • How the school knows how well a child is doing • How the school ensures that provision for a child is effective • Opportunities for parents/carers to discuss their children's progress and expected outcomes • How parents are involved in reviewing progress • How children and young people are involved in reviewing their own progress • Opportunities for regular communication about things that have happened at school or home, e.g. a home school book 	SEND regulations (2014) reference: 3a, 3b SEND Code of Practice (6.36–6.56) SEND Code of Practice (6.64–6.71)

4. How will the school's approach to teaching and learning be matched to my child's needs?

Include in this section	Other sources of information
<ul style="list-style-type: none"> • High-quality teaching • Differentiation • Interventions and other SEN provision • How the school adapts the curriculum and learning environment for children and young people with special educational needs • Graduated approach exemplifying assess, plan, do and review cycle • Details of written plans for children with SEND • How the school works with parents in agreeing provision to suit children's specific needs • How children and young people are consulted and able to give their views about their provision 	SEND regulations (2014) reference: 3c,3d,3e. SEND Code of Practice (6.36–6.56) SEND Code of Practice (6.64–6.71)

5. What support will there be for my child's overall wellbeing?

Include in this section	Other sources of information
<ul style="list-style-type: none"> • Name and contact details for the school's mental health lead practitioner • How the school supports children's emotional and social development, including access to specialist support, mental health and therapy services • How the school supports children and young people with medical conditions, including the administration of medicines and provision of personal care • Support for behaviour, including preventative strategies and supportive interventions, in order to avoid exclusions and increase attendance • Arrangements to prevent and respond to bullying • Arrangements for listening and responding to children and young people's views 	SEND regulations (2014) reference: 3g Supporting children with medical conditions (DfE) Keeping Children Safe in Education (part 1 and part 2) Anti-bullying guidance (DfE) Healthy Young Minds in Hertfordshire Hertfordshire steps SEND Code of Practice (1.3–1.10) SEND Code of Practice (6.32–6.33)

6. What training have the staff, supporting children and young people with SEND, had or are having?

Include in this section	Other sources of information
<ul style="list-style-type: none"> • Details of SEND expertise in the school and at basic, enhanced and specialist levels • Details of National Award for SEN Coordination, including date 	SEND regulations (2014) reference: 5 SEND Code of Practice (4.32) SEND Code of Practice (6.84–6.89)

7. What specialist services and expertise are available at or accessed by the school?

Include in this section	Other sources of information
<ul style="list-style-type: none"> Any specialist staff working at the school and their qualifications Other services the school accesses; including health, therapy and social care services; any other agencies and voluntary sector organisations; also including any specialist local resources used by the school Explanation of the arrangements for triggering additional support in the school Contact details for support services for parents of children and young people with SEND, including SEND Information and Advice Support Service (SENDIASS) 	SEND regulations (2014) reference: 10, 11. SEND Code of Practice (6.58–6.62)

8. How will you help me to support my child's learning?

Include in this section	Other sources of information
<ul style="list-style-type: none"> Information for families on how they can support their children's learning outside the school Details about differentiation of homework activities Details of any parent training or learning events 	School homework / home learning policy

9. How does the school enable constructive partnership working with families?

Include in this section	Other sources of information
<ul style="list-style-type: none"> How parent/carers are involved in the school more widely (parent forum, working parties, etc) Arrangements for consulting children and young people with SEND about whole-school issues How children and young people with SEND are represented on the school council Role of parents in development of school SEND policy and practice, and on the governing body 	SEND Code of Practice (1.3–1.12) SEND Code of Practice (6.64–6.71)

10. How will my child be included in activities outside the classroom, including school trips?

Include in this section	Other sources of information
<ul style="list-style-type: none"> How you enable children and young people with SEND to access all of the activities of the school How you involve families in planning activities and trips Reference to relevant school policies 	SEND regulations (2014) reference: 3f HCC guidance for learning outside the classroom

11. How accessible is the school environment?

Include in this section	Other sources of information
<ul style="list-style-type: none"> Improvements to the environment for children and young people with physical disabilities, including ramps, adapted toilets and washing facilities, access to specialist curriculum areas, etc Improvements to the environment for children and young people with visual and/or hearing impairments, including well-designed room acoustics, signage, etc Other improvements to the environment, including safe spaces, calming areas, etc 	SEND regulations (2014) reference: 6 Equality and Human Rights Commission guidance Equality Act 2010 Advice for schools Accessible Schools: Summary Guidance (DfES, 2002) HCC Access audit template for schools HCC Accessibility Strategy 2016–2019 SEND Code of Practice (6.9–6.10)

12. Who can I contact for further information?

Include in this section	Other sources of information
<ul style="list-style-type: none"> Name and contact details of the SENCO Who can parents talk to if they are unhappy? Details of a clear process to handle complaints Details of the parents' first point of contact if they want to discuss something about their child Who else has a role in the child's education? Details of SENDIASS and parent carers forums 	SEND regulations (2014) reference: 9 Governor handbook School complaints policy SEND policy SEND Code of Practice (1.3–1.13)

13. How will the school prepare and support my child to join the school, or transfer to a new school or the next stage of education and life?

Include in this section	Other sources of information
<ul style="list-style-type: none"> Preparation the school makes before a child joins the setting How the school supports the parent and the child when joining the school or transferring to the next setting What information and support is provided to the next school/setting 	SEND regulations (2014) reference: 12 Code of Practice chapter 5–8.

14. How are the school's resources allocated and matched to children's special educational needs?

Include in this section	Other sources of information
<ul style="list-style-type: none"> How the notional SEN budget is allocated Exceptional needs funding Any other sources of funding accessed by the school for SEND 	SEND regulations (2014) reference: 6 HCC funding handbook SEND Code of Practice (6.95–6.99)

15. How are decisions made about the range of support my child will receive?

Include in this section	Other sources of information
<ul style="list-style-type: none"> How parents are involved in decisions about the way resources are used to effectively support their child How young people are involved in planning provision 	SEND Code of Practice (1.3–1.13) SEND Code of Practice (6.64–6.71)

16. Where can I find out about the local authority's Local Offer of services and provision for children and young people with SEND?

Include in this section	Other sources of information
<ul style="list-style-type: none"> Details of the Local Offer and where it can be accessed www.hertfordshire.gov.uk/localoffer 	SEND regulations (2014) reference: 13 SEND Code of Practice chapter 4 SEND Code of Practice (6.81)

Reviewing your SEN information report

Is it ...

A live document?

- Is it up to date?
- Has it been reviewed within the last year?
- How well does it reflect your school's vision and ethos?

Accessible?

- Is it easy to find?
- Is it called "SEN information report"?
- Is it written in a welcoming tone?
- Have you included a glossary?
- Is it easy to understand?
- How well presented is it?

Used and useful?

- What do parents and children think of it?
- How can they be more involved in co-producing the report?
- How do staff and governors use it?

Transparent?

- Is it honest and truthful?
- Does it reflect the school's current provision and practice?

Compliant?

- Does it cover all 14 required areas? (see paragraphs 6.79–6.83 in the SEND Code of Practice: 0 to 25 years)

Linked up?

- Is there a link from the Local Offer to your school's SEN information report?
- Does your school's SEN information report link to the Local Offer?
- Does it link to your school's accessibility plan?

Identifying Barriers to Access checklist

Date completed:

Checklist completed by:

Section 1: How does our school deliver the curriculum to disabled children and young people?

Question	RAG rating			Notes	Next steps
Do we ensure that teachers and teaching assistants have the necessary training to teach and support children and young people?					
Are our classrooms optimally organised for children and young people?					
Do lessons provide opportunities for all children and young people to achieve?					
Are lessons responsive to the diversity of children and young people?					
Do lessons involve work to be done by individuals, pairs, groups and the whole class?					
Are all children and young people encouraged to take part in music, drama and physical activities?					

Question	RAG rating			Notes	Next steps
Do staff recognise and allow for the mental effort expended by some disabled children and young people, for example using lip reading?					
Do staff recognise and allow for the additional time required by some disabled children and young people to use equipment in practical work?					
Do staff provide alternative ways of giving access to experience or understanding for disabled children and young people who cannot engage in particular activities, for example some forms of exercise in physical education?					
Do we provide access to computer technology appropriate for children and young people?					
Are school visits, including overseas visits, made accessible to all children and young people?					
Are there high expectations of all children and young people?					
Do staff seek to remove all barriers to learning and participation?					

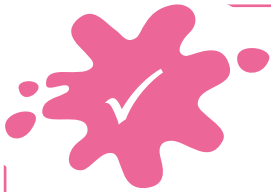
Section 2: Does the physical environment of our school meet the needs of all disabled children and young people?

Question	RAG rating			Notes	Next steps
Does the size and layout of areas – including all teaching rooms, sporting facilities, personal care facilities, play areas and social spaces – allow access for all children and young people?					
Can wheelchair users move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?					
Are travel routes around the school site and parking arrangements safe, logical and well signed?					
Are emergency and evacuation systems set up to inform all children and young people, including alarms with both visual and auditory components?					
Is tactile signage used to assist people to use school buildings?					
Does decoration and signage support children and young people with, for example, visual impairment, autism or epilepsy?					

Question	RAG rating			Notes	Next steps
Are all areas well lit?					
Are steps made to reduce background noise for children and young people with a range of needs?					
Is furniture and equipment selected, adjusted and located appropriately?					

Section 3: How does our school deliver materials in other formats for disabled children and young people?

Question	RAG rating			Notes	Next steps
Do we provide information in easy-read format, symbols, large print, visual, audio or in Braille for people who may have difficulty with standard forms of text?					
Do we ensure that information is presented to groups in a way that is user-friendly, e.g. by using accessibility options and other technological solutions?					
Do we regularly produce written information in different formats?					
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?					



Developing an effective accessibility plan – top tips

Accessibility planning starts with the school's vision, information and understanding of the wishes and aspirations of disabled children and young people and their families.

Remember, the plan is not just about ramps and doorways and improvements to the physical environment. It is as much about children and young people with autism, for example, being able to use recreational spaces, or improvements to the acoustic environment, as it is about 'up a step and through the door'.

Therefore, make sure your plan:

- ✓ **reflects your school's vision statement and promotes a culture of high aspirations for all; it should dovetail with and permeate other school policies**
- ✓ **addresses the principles of the Statutory Inclusion Statement and is embedded in the delivery of the school's curriculum (for further information, see the **Improving outcomes** chapter)**
- ✓ **seeks out the views, wishes and feelings of disabled children and young people and their families**
- ✓ **uses a solution-focused approach to improving access and making reasonable adjustments**
- ✓ **draws upon a good range of school information collected through the "Identifying Barriers to Access checklist" tool**
- ✓ **reflects collaborative working with other professionals such as specialist teachers and health professionals**
- ✓ **is adequately and effectively resourced**
- ✓ **is implemented, reviewed annually and renewed every three years**
- ✓ **has high-quality SMART outcomes (for further information, see the **Improving outcomes** chapter)**

Accessibility Plan framework

How we plan to increase the extent to which disabled children and young people can participate in our school curriculum							
Current good and developing practice	Identified focus area	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress, with dates

How we plan to improve the physical environment of our school for disabled children and young people							
Current good and developing practice	Identified focus area	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress, with dates

How we plan to improve the delivery of information to disabled children and young people							
Current good and developing practice	Identified focus area	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress, with dates



The Hertfordshire
SEND Toolkit



The Hertfordshire SEND Toolkit



Providing high-quality provision

Hertfordshire SEND Strategy

Outcome 1

We expect schools and settings to provide high-quality provision that meets the needs of children and young people with SEND.

Contents:

- **Understanding your context and holding accurate data**
- **The graduated approach**
- **Identification of SEN**
- **SEN support**
- **Education, health and care plans**



Outcome 1. Providing high-quality provision

Getting started – understanding your own school context

Before reading any further, SENCOs and school leaders will want to reflect on their own school SEND context.

This may be information you already have. If not, the simple School Context Summary template may be a useful starting point. This is available in the **Tools and references** section.

SEND: SCHOOL CONTEXT SUMMARY													
School:							Other:						
SENCO:							SENCO previous:						
SENCO policy review date:							SENCO information report reviewed:						
Number of pupils on roll:							With:						
							Number of pupils with SEND:						
							% of pupils with SEND:						
							% of pupils with SEND in statement or EHC plan:						
							% of pupils receiving SEN support:						

SEN support													
Primary type of need	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Specific learning difficulty													
Mild learning difficulty													
Severe learning difficulty													
Profound and multiple learning difficulty													
Social, emotional and mental health													
Speech, language and communication needs													
Hearing impairment													
Visual impairment													
Multi-sensory impairment													
Physical disability													
Autistic spectrum disorder													
Other difficulty/disability													
Total number of pupils													

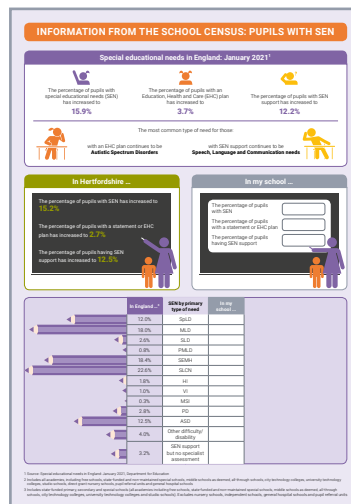
How does my SEND summary compare with the local and national picture?

In June every year the Department for Education (DfE) releases data on children and young people with SEN. Known as “Special educational needs in England”, the publication includes breakdowns by type of SEN provision, type of SEN, age, national curriculum year group, gender, ethnicity, English as a first language and free school meal eligibility.



Outcome 1. Providing high-quality provision

To help you compare your own school information with local and national information, you will find a helpful poster in the **Tools and references** section. With space to record your own school information, this is ideal to share with staff, governors and Ofsted inspectors.



You can find the latest data and current “Special educational needs in England” publication through the link provided in the **Tools and references** at the end of this chapter.



Outcome 1. Providing high-quality provision



Making sure the school's information management system holds accurate data for children and young people with SEND is vital. The DfE collects SEN provision data for all children and young people on roll three times a year in October, January and May through the school census using the following codes:

Pupil SEN provision code descriptions

- N** No special educational need (this is only used for pupils who were previously recorded as having SEN)
- E** Education, health and care plan
- K** SEN support

Remember, it is particularly important to have carefully checked the data before the spring census (Thursday 20 January 2022). This is when the DfE collects additional details, including the type of special educational need, for all children and young people with SEN provision.



Outcome 1. Providing high-quality provision

The four broad areas of need described in the SEND code of practice: 0 to 25 years support schools to understand need and plan priorities for provision. The data on SEND, however, is collected according to primary and secondary type of need. To be recorded under one of the SEN types, there is no requirement for a child or young person to have a specialist assessment, though it is important, as part of your ongoing conversations with families, that they are aware of the type code descriptions the school is using. This is collected using the following codes:



Ref. 6.28



Pupil SEN type code descriptions

SpLD	Specific learning difficulty
MLD	Moderate learning difficulty
SLD	Severe learning difficulty
PMLD	Profound and multiple learning difficulty
SEMH	Social, emotional and mental health
SLCN	Speech, language and communication needs
HI	Hearing impairment
VI	Vision impairment
MSI	Multi-sensory impairment
PD	Physical disability
ASD	Autistic spectrum disorder
OTH	Other difficulty
NSA	SEN support but no specialist assessment of type of need.*

**This code should only be used in those very rare instances where a child or young person is placed on SEN support but the school is still assessing what the primary need is, for example, where a child or young person on SEN support has transferred into the school shortly before school census day. Where code "NSA" is to be used, the child or young person must have SEN provision of code "K".*

Outcome 1. Providing high-quality provision

In addition, the spring census requires data about the child or young person's **SEN type ranking**.

The primary need – and, where appropriate, any secondary need – is recorded.

The most significant, or primary need, is ranked as “**1**”, with any secondary need ranked “**2**”. (Only two rankings are collected in the school census, with no two needs given the same ranking – that is, if there is more than one SEN type reported, they cannot both have a ranking of “1”).

You can find further information in the DfE guidance on how to complete the school census provided in the **Tools and references** at the end of this chapter.



Outcome 1. Providing high-quality provision

What is the graduated approach?

The graduated approach to identifying and supporting children and young people with SEND builds upon the school's overall approach to monitoring the progress and development of all children and young people.

In great schools, teachers are continually assessing, planning, implementing and reviewing their approach to teaching for all children and young people.

In addition, school leaders will be relentless in improving standards; confident that data is robust and accurate; and rigorous in monitoring the quality of the teaching, learning and pastoral provision in their school. This ensures the highest standards are reached for all children and young people.

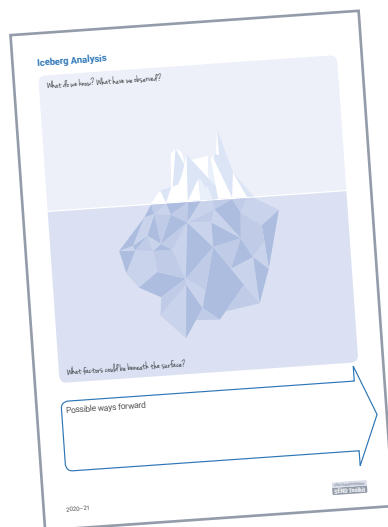


For many children and young people, these systems work well. The majority of children and young people journey through their school days participating fully in lessons and activities and making good progress. They grow to become secure and confident young adults, well prepared for their next steps into adulthood.

Outcome 1. Providing high-quality provision

For some children and young people making less than expected progress, additional time for discovery is needed. Schools need to explore what the underlying needs are in order to plan the most helpful and tailored responses.

When you first notice that gaps are developing, begin to explore possible barriers to learning such as low attendance, bullying, a delay in speech, language and communication development, or a child or young person's limited use of English. (Difficulties related only to English as an additional language are not SEND.) During this time, schools should put in place extra teaching or specific strategies to boost progress. How the child or young person responds to this support can help identify their particular needs.



A useful first step when exploring barriers to achievement is the Iceberg Analysis. This information could provide the keys to success for the child or young person in your school. This is available in the **Tools and references** section.

Outcome 1. Providing high-quality provision

When should we agree a child or young person has special educational needs?

A child or young person is identified with special educational needs (SEN) if they have “significantly greater difficulty in learning than other children or young people of the same age”. Before this can be agreed, all other possible causes of slow progress or low attainment should be explored with the family, teachers, SENCO and perhaps other professionals.

For some children and young people, special educational needs can be identified at an early age. However, for others, difficulties become evident only as they develop. All those who work with the child or young person should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child’s development. They should also listen to and respond to any concerns raised by the child or young person themselves.



Ref. 6.28



Outcome 1. Providing high-quality provision

The SEND Code of Practice: 0 to 25 years describes four broad areas of need. However, the purpose of identification is to work out what action the school needs to take, not to fit a child or young person into a category. In practice, individual children or young people often have needs across several or all of these areas, and their needs may change over time.



Ref. 5.32

Cognition and learning

Could include:

- specific learning difficulties (SpLD), e.g. dyslexia, dyscalculia
- moderate learning difficulties (MLD)
- severe learning difficulties (SLD)
- profound and multiple learning difficulty (PLMD)

Social, emotional and mental health difficulties

Could include:

- attention deficit hyperactivity disorder (ADHD)
- anxiety disorders
- mental health issues

The four broad areas of need

Communication and interaction

Could include:

- speech, language and communication needs (SLCN)
- autism
- social communication difficulties

Sensory and/or physical needs

Could include:

- visual impairment (VI)
- hearing impairment (HI)
- multi-sensory impairment (MSI)
- physical disability (PD)

Remember that making higher-quality teaching available to the whole class is likely to mean that fewer children and young people will require additional support. Therefore, consider how to work alongside your teaching staff to improve their inclusive teaching approaches.

Outcome 1. Providing high-quality provision

What are special educational needs?

The SEND Code of Practice: 0 to 25 years makes it clear that a child or young person has special educational needs where their learning difficulty or disability calls for special educational provision to be made. This is provision that is different from or additional to that normally available to children and young people of the same age.



Ref. 6.15

As described earlier, all schools should have a clear approach to identifying and responding to special educational needs. This should be described in your school SEND policy and must be shared through the school's SEN information report (see section on **Principles and statutory requirements**).



What should happen when a child or young person is identified as needing SEN support?

SEN support should take the form of a four-part cycle, where a child or young person's strengths and difficulties are identified, and then a plan of interventions and support is put in place to address the difficulties. This is known as the "graduated approach".



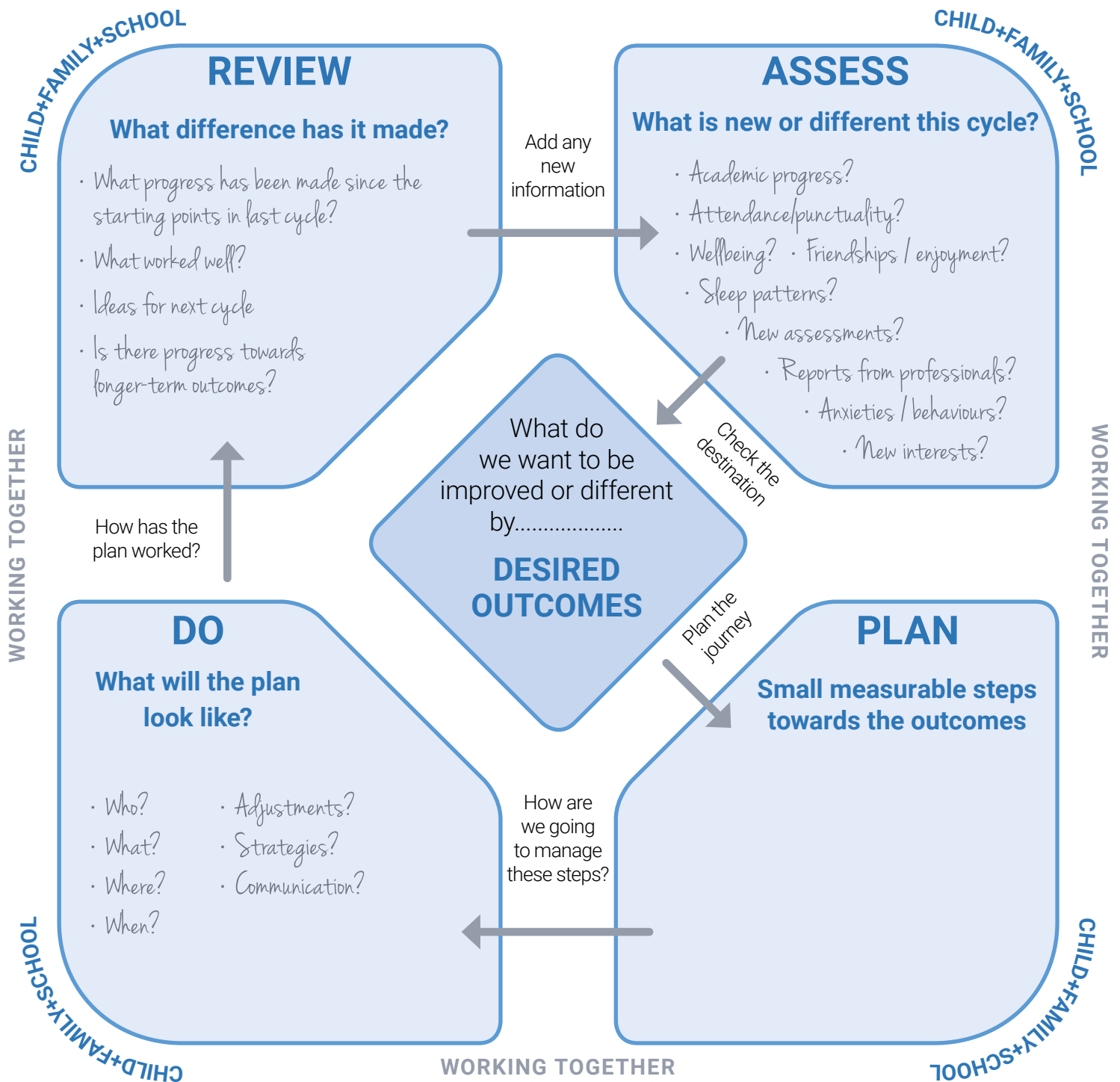
Ref. 6.44

This assess, plan, do and review cycle should be in place for any child or young person who has been identified as having SEND. Class teachers and subject teachers should be at the centre of this process, working closely with families, although of course they can be supported by other members of staff, such as the SENCO.



Outcome 1. Providing high-quality provision

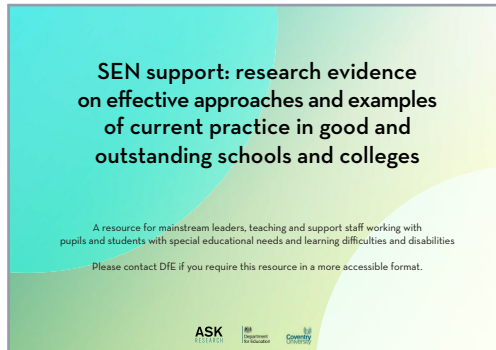
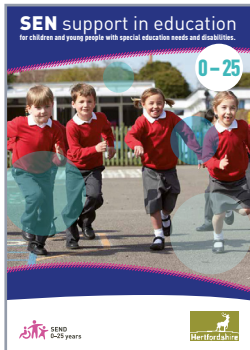
The elements of the assess, plan, do and review cycle:



Outcome 1. Providing high-quality provision

Should I keep a written record?

It is important that a written record is made of the discussions and agreed actions, in order to monitor and evaluate the child or young person's progress over time. These written records will provide information about what has worked and not worked in the past and will inform future discussions. The document is intended to be useful and supportive for families, children and young people and staff, and should clearly outline what strategies have been put in place, and the difference they have made in the journey towards the desired outcomes.



You may find it helpful to share this information with colleagues and families.

The majority of children and young people with SEND will have their needs met through the assess, plan, do and review cycle of SEN support. Occasionally, despite the school having taken relevant and purposeful action to meet the special educational needs of the child or young person, they have not made expected progress. In this situation, a request for an education, health and care needs assessment may be considered.

Outcome 1. Providing high-quality provision

Education, health and care needs assessments

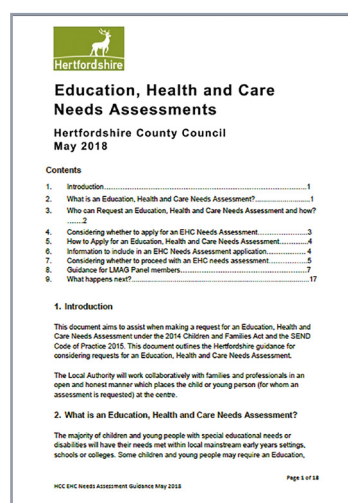
For most children, an EHC needs assessment should not normally be the first step. However, for those with more complex developmental and sensory needs, identified at or soon after birth, an EHC needs assessment may already have been requested before they arrive at school.

By following the graduated approach over time, schools and families will have already collected a range of information, which highlights the needs of the child and what is required to support them. It will include what has been put in place and the impact this has had. It will also reflect the views, wishes and feelings of the child and their family.

Professionals should be working together with families to request an assessment, as applications are best made together. There are a number of decisions to be made throughout the assessment process.

It may be helpful to read the Hertfordshire guidance document “EHC Needs Assessments”, to ensure you have a full understanding of the EHC needs assessment process.

This document outlines details of Hertfordshire’s process for considering EHC needs assessments, and includes information on considering whether and how to apply, and information to include in the application for the EHC needs assessment.



Outcome 1. Providing high-quality provision

How do I start the EHC needs assessment process?

The request form for the EHC needs assessment is available on the Local Offer. Make sure that you complete the correct form.



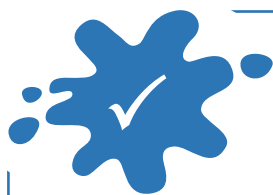
Form for children 0–15

Form for young adults 16+

Complete the request form together with families and the child or young person. Ensure that the information you provide gives a very clear picture of the school and the child or young person. Remember that the information you provide on these forms will be read by professionals who are unlikely to know the child or young person, their family or your school. It may be helpful to include a summary page as an introduction, and a list of the contents of the application. These should be in chronological order where possible. Full details of all the types of evidence can be found in the guidance document that is mentioned above.



Outcome 1. Providing high-quality provision



Tips from the statutory SEN team for a high-quality application:



Make sure you include the full name, job title and contact details of professionals who have been involved with the child. Include also the dates of their involvement, written reports, feedback or follow-up.



Include information you hold on the support implemented over time, to clearly evidence your graduated approach.



Ensure the information submitted provides a clear picture of the child or young person's needs and provision, to enable someone who doesn't know them to have a good level of understanding.



Try to send the application electronically – list the contents in correct order within the body of the email or as a separate contents page. This can be used as a checklist, to make sure the SEND team have received all of the information that you have included.



If you have any queries with regard to your application, please do not hesitate to contact the statutory SEND team.



It would be helpful to avoid the use of plastic wallets and staples when submitting paper copies.

When you feel all information is collated and has been checked, and the forms have been signed, send everything securely to your local area SEND team at the address listed at the end of the application form.

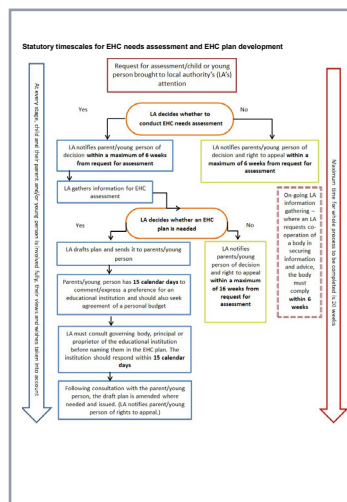
Outcome 1. Providing high-quality provision

What happens when the application is received by the local authority SEND team?

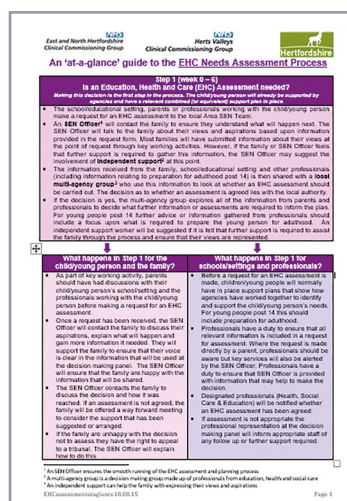
From the day that the application has been received by the SEND team, the 20-week time frame described in the SEND Code of Practice: 0 to 25 years begins:



Ref. 9.44



Hertfordshire's helpful "at-a-glance" document is available to guide you through the process and gives details of the time frames for each step.



Outcome 1. Providing high-quality provision

You may find it helpful to watch this video about the EHCP process. See **Tools and references** section for web link.



If there is a decision not to issue an EHC plan, the local authority will provide written feedback. This can inform how the outcomes sought for the child or young person can be achieved through special educational provision made by the school.

If an EHC plan is issued, the special educational provision required by the child or young person will be described in section F and should be implemented without delay.

The annual review of an education, health and care plan

Introduction

The purpose of the annual review (AR) is to review the child's progress towards their outcomes and longer-term aspirations. ARs must take place at least annually, with the first review being held within 12 months of the date when the EHCP was issued. Further reviews should be within 12 months of any previous reviews.

Reviews must be undertaken in partnership with the child or young person and their parent, and must take account of their views, wishes and feelings.



Outcome 1. Providing high-quality provision

The local authority provides a template for the annual review meeting, for schools to record the discussions at the meeting. This should be submitted to the local authority within two weeks following the review meeting.



Those attending the meeting must also consider whether the child or young person's needs remain the same and whether the outcomes and provision remain appropriate. Please see the SEND Code of Practice: 0 to 25 years for further details on what annual reviews should do.



Ref. 9.67

The local authority then has a further two weeks to make its decision following the annual review.

The statutory SEN team sends a list of children and young people attending the school who require a review of their EHCPs. This will be sent to headteachers and principals at least two weeks before the start of each term.

The local authority and schools must cooperate to ensure that the meeting takes place. Officers from the statutory SEN team may attend annual reviews but do not routinely attend all reviews. If you feel that an officer from the statutory SEN team should attend the review, it is best to discuss the reasons with them and identify the best way forward. It may be that they do attend, or that the discussions identify that attendance by another professional is more appropriate, or that support can be given to the school/family prior to or after the meeting.



Outcome 1. Providing high-quality provision

What do schools have to do?

Schools are responsible for arranging, holding, recording and submitting all the information to the local authority.

At least two weeks before the review meeting

Schools must ensure that:

- ✓ the following people are invited to the review
 - ✓ child / young person and their parents
 - ✓ a representative of the school
 - ✓ a local authority officer from the statutory SEN team
 - ✓ health service representative
 - ✓ local authority social care representative
 - ✓ other individuals/professionals relevant to or involved with the child or young person's special educational needs, such as the Youth Offending Service, virtual school for children looked-after, or advisory teachers
- ✓ information and advice are gathered from, and shared with, all those invited to the meeting



Outcome 1. Providing high-quality provision

The annual review meeting

Schools must ensure that:

- ✓ the meeting focuses on the child or young person's progress towards achieving outcomes within section E of the EHCP, reviews provision within section F and also considers any changes that are needed to the EHCP
- ✓ children, young people and their families are supported to engage fully in the meeting

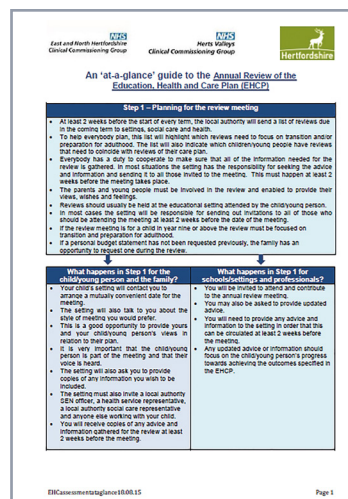


Within two weeks following the meeting

Schools must ensure that:

- ✓ they prepare and send a report of the meeting (usually the annual review document and supporting information/advice gathered as part of the review) to everyone invited to the meeting
- ✓ the report details the discussions at the meeting and any recommendations of amendments to the EHCP, and refer to any difference of recommendations between those in attendance

For more detailed guidance, please see the "at-a-glance" guide.



Outcome 1. Providing high-quality provision



Providing high-quality provision Tools and references

Tools:

SEND: school context summary

Information poster: Special educational needs in England,
January 2020

Iceberg Analysis

Using the Iceberg Analysis activity – top tips

Assess, plan, do and review cycle

Useful references:

- Children and Families Act 2014, Part 3
<http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>
- “Complete the school census”, DfE
<https://www.gov.uk/guidance/complete-the-school-census>
- HCC EHCP annual review “at-a-glance” document
<https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/education-health-and-care-plan>
- HCC EHC needs assessment “at-a-glance” document
<https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/education-health-and-care-plan>
- HCC EHC assessment form and guidance
<https://thegrid.org.uk/search/all?term=EHC%20needs%20assessment%20request>

Outcome 1. Providing high-quality provision



Providing high-quality provision Tools and references

- SEND Code of Practice: 0 to 25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- “SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges”
https://repository.excellencegateway.org.uk/SLT_Research_CC_Gov2 ETF.pdf
- “Statistics: special educational needs”
<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>
- “Special Educational Needs in Mainstream Schools”
<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>

SEND: SCHOOL CONTEXT SUMMARY

School:	Date:
SENCO:	SEND governor:
SEND policy review due:	SEN information report reviewed: With:
Number of pupils on roll:	Number of pupils with SEND:
	% of pupils with SEND:
	% of pupils with a statement or EHC plan:
	% of pupils receiving SEN support:

SEN support

Primary type of need		Year		Year		Year		Year		Year		Year		Year		Total
		M	F	M	F	M	F	M	F	M	F	M	F			
Specific learning difficulty	SpLD															
Moderate learning difficulty	MLD															
Severe learning difficulty	SLD															
Profound and multiple learning difficulty	PMLD															
Social, emotional and mental health	SEMH															
Speech, language and communication needs	SLCN															
Hearing impairment	HI															
Visual impairment	VI															
Multi-sensory impairment	MSI															
Physical disability	PD															
Autistic spectrum disorder	ASD															
Other difficulty/disability																
Total number of pupils																

SEND: SCHOOL CONTEXT SUMMARY

EHC plan																	
Primary type of need		Year		Year		Year		Year		Year		Year		Year		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Specific learning difficulty	SpLD																
Moderate learning difficulty	MLD																
Severe learning difficulty	SLD																
Profound and multiple learning difficulty	PMLD																
Social, emotional and mental health	SEMH																
Speech, language and communication needs	SLCN																
Hearing impairment	HI																
Visual impairment	VI																
Multi-sensory impairment	MSI																
Physical disability	PD																
Autistic spectrum disorder	ASD																
Other difficulty/disability																	
Total number of pupils																	

You may want to add colour coding to identify other relevant characteristics, for example ethnicity, first language other than English, in receipt of pupil premium funding, or children looked-after.

INFORMATION FROM THE SCHOOL CENSUS: PUPILS WITH SEN

Special educational needs in England: January 2021¹



The percentage of pupils with special educational needs (SEN) has increased to **15.9%**



The percentage of pupils with an Education, Health and Care (EHC) plan has increased to **3.7%**



The percentage of pupils with SEN support has increased to **12.2%**

The most common type of need for those:



with an EHC plan continues to be **Autistic Spectrum Disorders**

with SEN support continues to be **Speech, Language and Communication needs**



In Hertfordshire ...

The percentage of pupils with SEN has increased to **15.2%**

The percentage of pupils with a statement or EHC plan has increased to **2.7%**

The percentage of pupils having SEN support has increased to **12.5%**

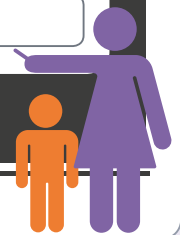


In my school ...

The percentage of pupils with SEN

The percentage of pupils with a statement or EHC plan

The percentage of pupils having SEN support



	In England ... ³	SEN by primary type of need	In my school ...
	12.0%	SpLD	
	18.0%	MLD	
	2.6%	SLD	
	0.8%	PMLD	
	18.4%	SEMH	
	22.6%	SLCN	
	1.8%	HI	
	1.0%	VI	
	0.3%	MSI	
	2.8%	PD	
	12.5%	ASD	
	4.0%	Other difficulty/ disability	
	3.2%	SEN support but no specialist assessment	

¹ Source: Special educational needs in England: January 2021, Department for Education

² Includes all academies, including free schools, state-funded and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges, studio schools, direct grant nursery schools, pupil referral units and general hospital schools

³ Includes state-funded primary, secondary and special schools (all academies including free schools, state-funded and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges and studio schools). Excludes nursery schools, independent schools, general hospital schools and pupil referral units

Iceberg Analysis

What do we know? What have we observed?



What factors could be beneath the surface?

Possible ways forward



Using the Iceberg Analysis activity – top tips



Completing an Iceberg Analysis explores possible underlying causes or reasons why a child or young person is making significantly slower progress than other children and young people of the same age.



Start the activity by writing down above the waterline what you know and what you have observed about the child or young person in different situations.



Work with the child, young person and their family to ensure all the information is captured.

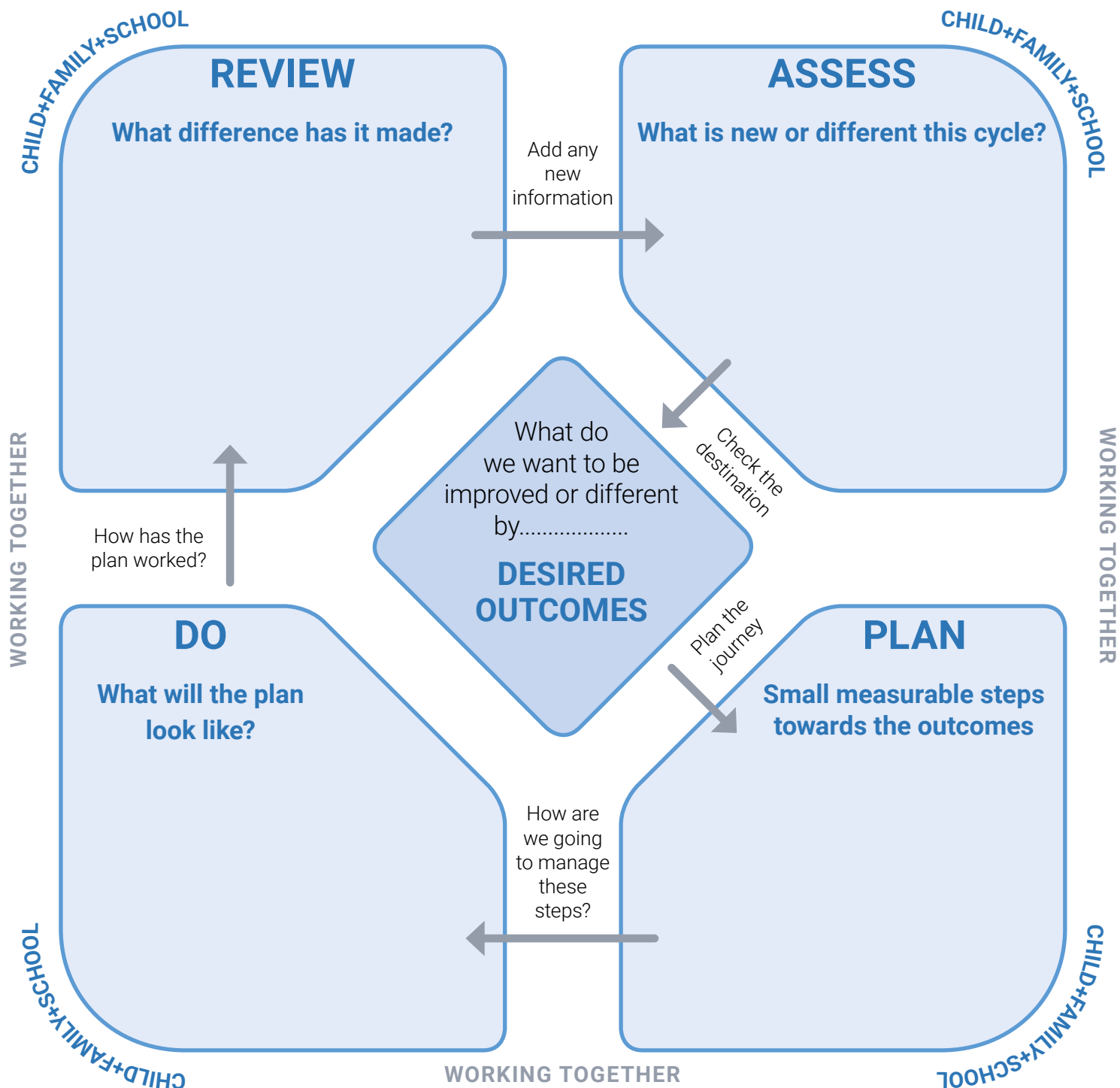


Work together to identify as many underlying causes, barriers to learning, triggers, and so on, that could be explored as possible reasons for limiting progress. Remember to explore a broad range of possible reasons such as poor attendance and punctuality, EAL, quality of teaching, medical conditions, summer-born children, and so on.



From this information, jointly agree the way forward to filter the information and to put a plan in place.

Assess, plan, do and review cycle



Outcome 1. Providing high-quality provision – notes

Lined writing area for notes.



The Hertfordshire
SEND Toolkit



The Hertfordshire SEND Toolkit



Improving outcomes

Hertfordshire SEND Strategy

Outcome 2

We expect schools and settings to improve short- and long-term outcomes for children and young people with SEND.

Contents:

- **Developing outcomes for children and young people**
- **Improving outcomes through high-quality teaching**
- **Strengthening whole-school outcomes through effective whole-school self-evaluation**



Outcome 2. Improving outcomes

Developing outcomes for children and young people

What is an outcome?

Since the introduction of the SEND Code of Practice: 0 to 25 years, there has been considerable discussion about what outcomes are. An outcome can be described as the result or effect of an action or event.

In the first part of this chapter, we are exploring how to develop high-quality outcomes for individual children and young people, and how these differ from aspirations.

- ✓ Aspirations describe what someone wants their life to be like in the long term.
- ✓ Outcomes describe the benefits or differences made to a child or young person over a period of two to three years, or to the end of a phase or key stage. These could include skills learnt to improve educational achievement or develop confidence, raise self-esteem, manage anxiety, and so on.

When starting to agree outcomes with a child or young person and their family, there should be a good understanding of their aspirations, in addition to a clear identification of the child or young person's special educational needs.



Ref. 9.61
and 9.66

Outcome 2. Improving outcomes

A useful starting point is to ask:

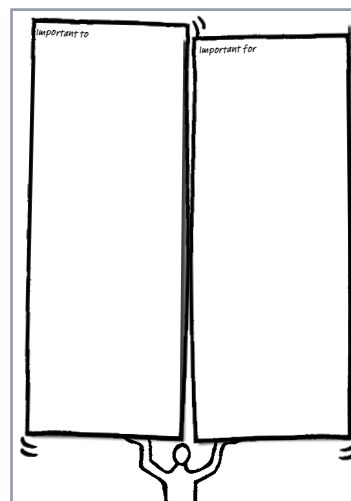
- ✓ the child or young person what they want to be able to do
- ✓ their family what they want to see the child or young person doing
- ✓ other professionals what skills they would like the child or young person to learn



Don't forget to consider:

- ✓ what is important **to** the child or young person
- ✓ what is important **for** the child or young person

You might want to use the Helen Sanderson Associates' template, "Important to/for", which you can find in the **Tools and references** section.

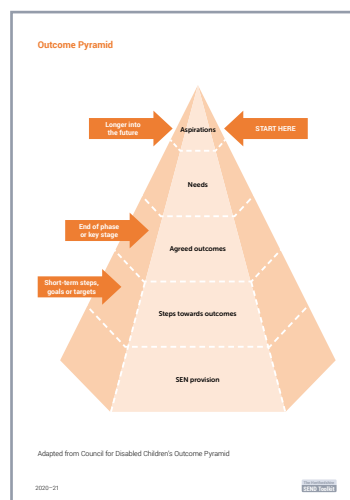


Outcome 2. Improving outcomes

From these starting points, outcomes can be agreed. These will lead conversations allowing for the development of short-term, smaller steps and be the basis on which SEN provision is planned and delivered. An invisible golden thread should weave through the whole process.



Use the Outcome Pyramid tool to help you achieve a coherent approach to developing outcomes and planning provision. A helpful guide for using the Outcome Pyramid is available in the **Tools and references** section.



Children and young people's aspirations set the direction of travel in terms of understanding their needs, setting relevant outcomes and agreeing appropriate provision.

Outcome 2. Improving outcomes

Remember, over time, as outcomes are achieved, a child or young person's aspirations may change. Their needs can change too and, in turn, provision may need to change. A continuing cycle of review is essential. Flexibility may be needed. Consider increasing or decreasing the amount of time required to achieve the outcome. Change the provision, think about what could be done differently. Increase the level of challenge, identify the level of support or degree of independence, for success to be achieved.



REMEMBER

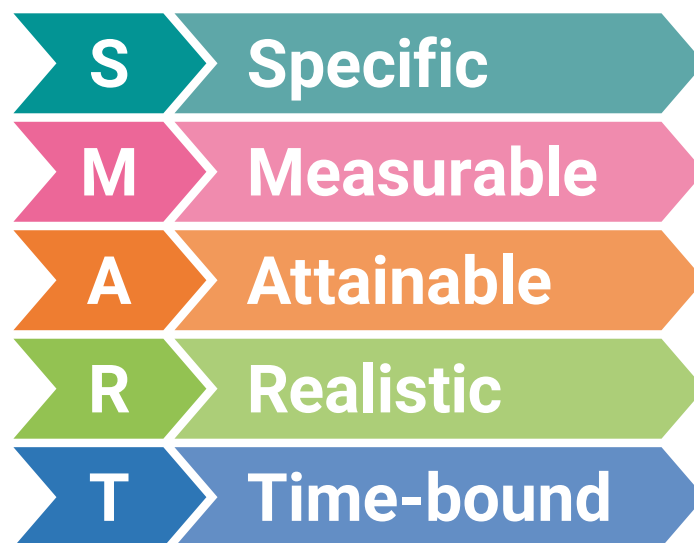
How you stretch, adapt and respond to the changes is crucial to improving outcomes.

For information about how outcomes are integral to the graduated approach, please see the [Providing high-quality provision](#) chapter in the toolkit.

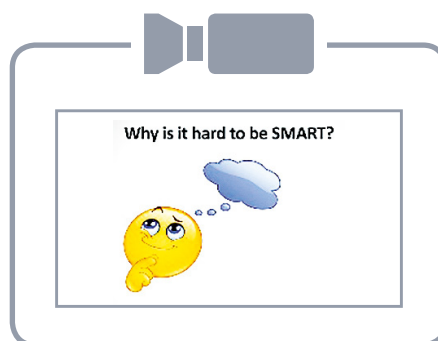
Outcome 2. Improving outcomes

What makes a high-quality outcome?

High-quality outcomes are SMART.



To explore outcomes in more detail, you may want to watch the video clip: Why is it hard to be SMART? Please see link in the **Tools and references** section.



Outcome 2. Improving outcomes



High-quality outcomes are ...



written in clear, simple and positive language

built on something that is already working well, or changing something that isn't working well



addressing the child or young person's needs

supporting the child or young person to move towards their future aspirations



person-centred

specific to the child or young person



holistic – this may mean working proactively and collaboratively with other professionals

based on setting high, realistic expectations



something everyone can clearly visualise as what success looks like

preparing the child or young person for adulthood



SMART

NOT based around provision (provision is what must be provided to meet a child or young person's needs and enables the outcomes to be achieved)

Outcome 2. Improving outcomes

Improving outcomes through high-quality teaching

Effective SEN provision is built upon the foundations of the day-to-day learning experiences within every classroom. The SEND Code of Practice: 0 to 25 years goes further, stating that “special educational provision is underpinned by high-quality teaching and is compromised by anything less.”



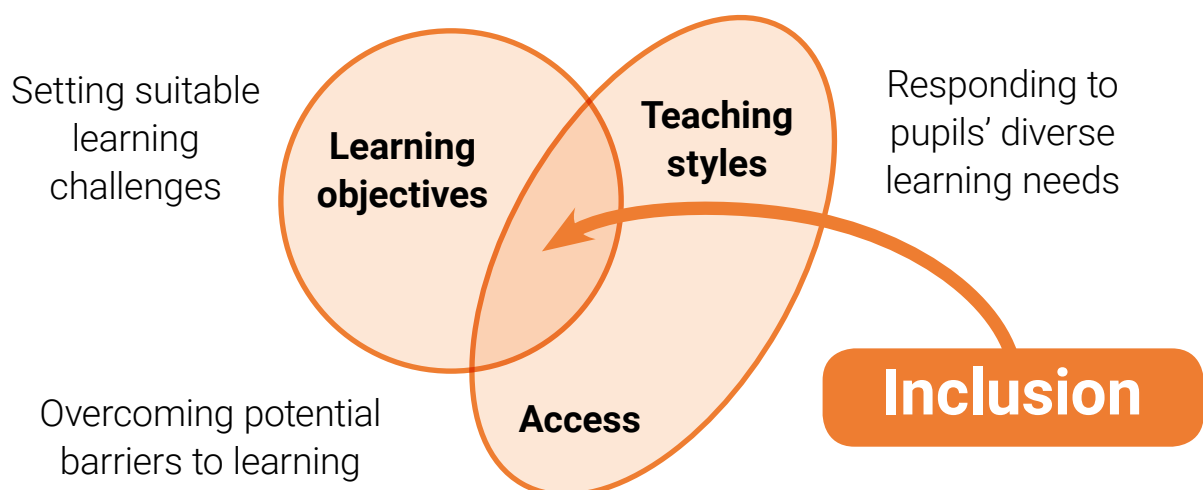
Ref. 1.24

Having high expectations and setting suitable learning challenges for every child or young person are prerequisites for inclusive learning and teaching. Teachers must use their “best endeavours” to plan lessons for children and young people, and use appropriate assessment to set targets that are ambitious.

Schools have a responsibility to provide a broad, well-balanced, knowledge-rich curriculum for all children and young people. The statutory national curriculum in England includes a statement on inclusion. The image below sets out the principles for developing an inclusive curriculum, which provides all children and young people with relevant and challenging learning.



Principles for developing an inclusive curriculum



For further information, read the Statutory Inclusion Statement handout in the **Tools and references** section.

Outcome 2. Improving outcomes

What does this mean for classroom practice?

The standards set out in the DfE “Teachers’ Standards” guidance apply to the vast majority of teachers, whatever their career stage. Within Part One, it makes clear that teachers must adapt teaching to respond to the strengths and needs of all pupils. Within this standard, it outlines the expectation that teachers must have a clear understanding of the needs of all pupils, and be able to use and evaluate distinctive teaching approaches to engage and support them.

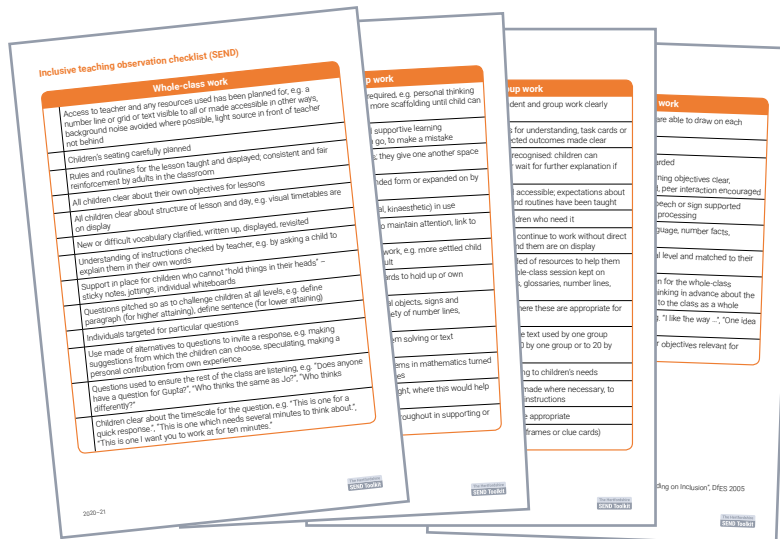


Department for Education Teachers’ Standards	
Standard 5: Adapt teaching to respond to the strengths and needs of all pupils	
5.1	Adapt teaching to respond to the strengths and needs of all pupils
5.1a	Identify and understand the strengths and needs of all pupils
5.1b	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1c	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1d	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1e	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1f	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1g	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1h	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1i	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1j	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1k	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1l	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1m	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1n	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1o	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1p	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1q	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1r	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1s	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1t	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1u	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1v	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1w	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1x	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1y	Use and evaluate distinctive teaching approaches to engage and support all pupils
5.1z	Use and evaluate distinctive teaching approaches to engage and support all pupils

A starting point to strengthen practice within Teacher Standard 5 is to use the Inclusive Classroom Checklist available in the **Tools and references** section at the end of this chapter.

Outcome 2. Improving outcomes

Using the Inclusive Classroom Checklist



This could be used:

- ✓ as a self-evaluation tool for yourself or a colleague
- ✓ as a discussion tool with your group of teachers
- ✓ to help support teachers develop their practice
- ✓ as part of the school's monitoring cycle
- ✓ during a learning walk with the SEND governor

Outcome 2. Improving outcomes

Strengthening whole-school outcomes through effective self-evaluation

High-quality outcomes for individual children and young people contribute to positive outcomes for the whole school. Hertfordshire's vision is that "all children and young people with SEND have access to high-quality local provision that meets their needs". Underpinning this vision is the Hertfordshire Quality SEND Offer, which describes the special educational provision that families can expect to be available in schools.



Hertfordshire Quality SEND Offer

Outcome 1: We expect schools and settings to provide high-quality provision that meets the needs of children and young people with SEND through:

- High-quality teaching that is differentiated and personalised (E.37)
- Fully involving children and young people and their families in the life of the school
- Responding to the particular needs of children and young people with SEND in specific circumstances, including children looked after (E.42)
- Having a clear approach to identifying those who require SEND support at the earliest point (E.34)
- Using a graduated approach, the form of a four-part cycle of assess, plan, do and review, through which decisions and actions are made, reviewed, refined and revised (E.40)
- Removing barriers to learning and putting effective SEND provision in place (E.44)
- Ensuring the use of reasonable adjustments, ensuring access to the curriculum, written work and learning environment (E.34)
- Using targeted support and management to maintain an overview of the provision and interventions used with different groups of pupils, providing a basis for monitoring (E.76 and E.77)
- Ensuring the SENDCO, working with senior leaders and the governing body, determines the strategic development of SEND policy and provision (E.87)
- Evaluating the effectiveness of special educational provision, through normal school improvement systems (4.32)
- Strategically planning professional development to secure enhanced expertise, for all staff working regularly with children and young people (4.32)

Outcome 2: We expect schools and settings to improve short and long term outcomes for children and young people with SEND through:

- promoting high expectations and ensuring all children and young people achieve their best (E.1)
- ensuring teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (E.4)
- developing the effectiveness of teaching and learning through the monitoring and self-evaluation approaches used in the school (E.74)
- ensuring the graduated approach fully engages children, young people, and their families, and clearly evidences progress towards outcomes
- supporting the social and emotional development and the mental health of children and young people, including providing safe support for listening to the views of children and young people and measures to prevent bullying (4.32)

Outcome 3: We expect schools and settings to communicate sensitively, appropriately and effectively with parents, children and young people with SEND, engendering trust, confidence, respect and constructive partnership working through:

- ensuring that children and young people and their families have fully participated in discussions and have a sense of ownership of shared outcomes
- keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff (E.71)
- informing parents when they are making special educational provision for their child (E.43)
- arranging meetings with parents at least three times each year, allowing sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings (E.69)

Outcome 4: We expect all schools and settings to manage resources for SEND through a transparent approach that in fact, meets the needs of children and young people with SEND and achieves best value for money through:

- maximising the school's allocated budget and other resources. This may include Exceptional Needs Funding and provision of services and equipment, including auxiliary aids as identified in the school's accessibility plan (E.6)
- regularly reviewing how expertise and resources can be used to improve the quality of whole-school provision (E.6)
- ensuring provision is equitable in school arrangements by identifying particular patterns of need and potential areas of development for teaching staff (E.77) ensuring a named member of the governing body or a sub-committee has specific oversight of the school's arrangements for SEND (4.3)

Outcome 5: We expect all schools and settings to work proactively and collaboratively to improve provision through:

- participating in the development and delivery of local services through CSE, autism
- working with health and social care, local authority support services and voluntary sector organisations (E.70)
- signing actions that ensure successful transitions between schools, phases, year groups as appropriate and in preparation for adult life (E.42E.57)
- cooperating with the local authority to respond to recommendations from all SEND strategy work streams
- cooperating with the local authority to review and develop the Local Offer
- including the views and experiences of pupils, parents and others in regular review, monitoring and self-evaluating processes

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DSPL Learning Trust
Premises Leasing
Advancing quality systems
SEND 0-25 years
Hertfordshire

Broadly speaking, this will be an integral part of a school's provision for all children – practices and adaptations that are part and parcel of high-quality teaching. The provision and strategies for children and young people with SEND will undoubtedly be of benefit to many other learners in the school too.

An A4 copy of Hertfordshire's Quality SEND Offer is available in the **Tools and references** section at the end of this chapter, and further copies can be found on the Local Offer. You may also have the renowned, "indestructible work mat" version in your school.



Outcome 2. Improving outcomes

Since April 2020, Quality SEND Offer posters are also available for Early Years and post-16 providers.

Hertfordshire Quality SEND Offer for Early Years

Children develop quickly in the Early Years and a child's experiences between birth and age 5 have a major impact on their future life chances. Therefore it is important that there is no delay in making any necessary special educational provision (5.36)

The SEND code of practice (2015) says all early years providers must:

- have regard to the principle of safeguarding the best possible educational and other outcomes (1.1)
- work to ensure that children with special educational needs gain the support they require to meet their needs
- designate a member to be responsible for coordinating SEND provision (5.6) (maintained nurseries only)
- take steps to ensure that children with special educational needs gain the support they require to meet their needs
- have regard to the Equality Act 2010 and make reasonable adjustments to prevent children with disabilities being put at a disadvantage (5.7)
- consider the child's special educational needs (SEN) in relation to the child's individual circumstances (5.8)
- follow the safeguarding and welfare requirements and the learning and development requirements of the EYFSP (5.3) (5.4)
- work in partnership with parents to provide information and to establish the support needed by children with SEN and disabilities (5.7)
- maintain a record of children under their care as required under the EYFSP framework. These records must be available to parents and must include how the setting supports children with SEN and disabilities (5.36)

Outcome 1: We expect all early years providers to provide high quality provision that meets the needs of children with SEN or Disability through:

- having a clear approach to identifying SEN from the earliest point, and then responding by making effective provision (5.4)
- identifying a member to be an SENCO (5.6)
- having a clear approach to identifying SEN from the earliest point, and then responding by making effective provision (5.4)
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- having a clear approach to identifying SEN from the earliest point, and then responding by making effective provision (5.4)
- identifying a member to be an SENCO (5.6)

April 2020

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Hertfordshire Quality SEND Offer for post-16 providers

Hertfordshire expects all post-16 providers, who deliver programmes to young people with SEN, to work within the guidance described in this Quality SEND Offer.

The SEND code of practice (2015) expects all post-16 settings¹ must:

- have regard to the SEND code of practice (2.5) (2.6) (2.7) (2.8) (2.9) (2.10) (2.11) (2.12) (2.13) (2.14) (2.15) (2.16) (2.17) (2.18) (2.19) (2.20) (2.21) (2.22) (2.23) (2.24) (2.25) (2.26) (2.27) (2.28) (2.29) (2.30) (2.31) (2.32) (2.33) (2.34) (2.35) (2.36) (2.37) (2.38) (2.39) (2.40) (2.41) (2.42) (2.43) (2.44) (2.45) (2.46) (2.47) (2.48) (2.49) (2.50) (2.51) (2.52) (2.53) (2.54) (2.55) (2.56) (2.57) (2.58) (2.59) (2.60) (2.61) (2.62) (2.63) (2.64) (2.65) (2.66) (2.67) (2.68) (2.69) (2.70) (2.71) (2.72) (2.73) (2.74) (2.75) (2.76) (2.77) (2.78) (2.79) (2.80) (2.81) (2.82) (2.83) (2.84) (2.85) (2.86) (2.87) (2.88) (2.89) (2.90) (2.91) (2.92) (2.93) (2.94) (2.95) (2.96) (2.97) (2.98) (2.99) (3.00) (3.01) (3.02) (3.03) (3.04) (3.05) (3.06) (3.07) (3.08) (3.09) (3.10) (3.11) (3.12) (3.13) (3.14) (3.15) (3.16) (3.17) (3.18) (3.19) (3.20) (3.21) (3.22) (3.23) (3.24) (3.25) (3.26) (3.27) (3.28) (3.29) (3.30) (3.31) (3.32) (3.33) (3.34) (3.35) (3.36) (3.37) (3.38) (3.39) (3.40) (3.41) (3.42) (3.43) (3.44) (3.45) (3.46) (3.47) (3.48) (3.49) (3.50) (3.51) (3.52) (3.53) (3.54) (3.55) (3.56) (3.57) (3.58) (3.59) (3.60) (3.61) (3.62) (3.63) (3.64) (3.65) (3.66) (3.67) (3.68) (3.69) (3.70) (3.71) (3.72) (3.73) (3.74) (3.75) (3.76) (3.77) (3.78) (3.79) (3.80) (3.81) (3.82) (3.83) (3.84) (3.85) (3.86) (3.87) (3.88) (3.89) (3.90) (3.91) (3.92) (3.93) (3.94) (3.95) (3.96) (3.97) (3.98) (3.99) (4.00) (4.01) (4.02) (4.03) (4.04) (4.05) (4.06) (4.07) (4.08) (4.09) (4.10) (4.11) (4.12) (4.13) (4.14) (4.15) (4.16) (4.17) (4.18) (4.19) (4.20) (4.21) (4.22) (4.23) (4.24) (4.25) (4.26) (4.27) (4.28) (4.29) (4.30) (4.31) (4.32) (4.33) (4.34) (4.35) (4.36) (4.37) (4.38) (4.39) (4.40) (4.41) (4.42) (4.43) (4.44) (4.45) (4.46) (4.47) (4.48) (4.49) (4.50) (4.51) (4.52) (4.53) (4.54) (4.55) (4.56) (4.57) (4.58) (4.59) (4.60) (4.61) (4.62) (4.63) (4.64) (4.65) (4.66) (4.67) (4.68) (4.69) (4.70) (4.71) (4.72) (4.73) (4.74) (4.75) (4.76) (4.77) (4.78) (4.79) (4.80) (4.81) (4.82) (4.83) (4.84) (4.85) (4.86) (4.87) (4.88) (4.89) (4.90) (4.91) (4.92) (4.93) (4.94) (4.95) (4.96) (4.97) (4.98) (4.99) (5.00)

Outcome 1: We expect all post-16 providers to provide high-quality provision that meets the needs of young people with SEN through:

- developing high-quality study programmes that provide stretch and progression (8.2)
- delivering inclusive, high-quality teaching which is differentiated for individuals and embedded in all subject areas (8.3)
- ensuring that all young people with SEN have access to the same quality of education as their peers (8.4)
- providing support to young people with SEN to ensure they are able to access the same quality of education as their peers (8.5)
- identifying needs and providing support for young people who may have hidden needs (8.6)
- regularly reviewing the needs of young people with SEN, using a cyclical approach to assessing, leading, planning and providing support, and reviewing that support as it can be adjusted where necessary (7.14)
- involving the families in learning that they reasonably can by sharing the reasonable adjustments they make under review (7.21)

April 2020

Herts for Learning | Herts County Council | DSPSL | SEND 16-25 years | Hertfordshire

Outcome 2. Improving outcomes

The Hertfordshire SEND Benchmark & Planning Tool has been developed to give schools a framework for discussion about their policy and provision for children and young people with SEND. Hertfordshire schools should be using this as part of a collaborative, solution-focused approach, through which they can evaluate and identify strengths in their practice and plan next steps.



Hertfordshire Schools' SEND Benchmark and Planning Tool

School Name: Click or tap here to enter text.

This innovative tool will provide Hertfordshire schools with a framework for discussion about their policy and provision for children and young people with special educational needs (SEND). This is set within the statutory guidance of the SEND Regulations 2014 and the SEND Code of Practice: 0 to 25 years 2015.

Using a collaborative, solution-focused approach, schools can identify strengths in current practice and plan next steps.

The Benchmark and Planning Tool has been developed to help schools:

- Work with children and young people with SEND, their families and colleagues within and beyond the school to identify current practice using a 'best-fit' model
- Strengthen their knowledge and understanding through the use of incremental statements
- Plan manageable next steps towards exemplary practice
- Explore practice within the five outcomes from the Hertfordshire SEND Quality Offer

Key dates:

DSPL Delivering Special Provision Locally
Advancing equality outcomes

0-25
integration

Page 1
24 February 2017

SEND Strategy
Shaping the Future of SEND in Hertfordshire

The Hertfordshire SEND Benchmark & Planning Tool is available in the **Tools and references** section at the end of this chapter, along with helpful guidance on how to use it and an overview of the countywide review cycle.



How to Use the SEND Benchmark & Planning Tool

Getting started

Facilitator yourself with each outcome to the Hertfordshire SEND Quality Offer and the incremental statements in the Benchmark & Planning Tool.

Decide who you are going to work with. As a minimum, the SENCO, a member of the senior leadership team (SLT) and a governor should complete the exercise. Other people to consider including in the discussion are suggested on page 2 of the Benchmark & Planning Tool. Consider how best to include children and young people with SEND and their families in the process. Plan some time to work together to complete the framework.

Collecting information

Before you begin the process, gather up a range of documents and useful information that can help you come to a decision about the best fit judgment for each statement. This should include school policies, accessibility plans, SEND action report, achievement data, most recent Ofsted inspection report and SEND development plan.

Feedback from other professionals, children and young people with SEND and their families will help you complete the requirements of the provision with the school's own evaluation against the statements, and to strengthen your review process.

Evaluating provision

Make a step-by-step evaluation of your existing provision for children and young people with SEND against each of the incremental statements.

Use the four key questions at the start of each section to support your discussion.

Highlight your best fit judgment for every statement.

Put any review, evidence to support your decisions and actions in the spaces provided.

Make sure all the sections are completed and plan a date for review.

Once your analysis is complete, make a list of all the statements where you have chosen your provision as 'emerging'. This list will highlight the priority areas for development that will form the basis for your action planning.

Taking action

The actions arising from your self-evaluation. To help you develop effective improvement measures, you could refer to the supporting resources in the Hertfordshire SEND Toolkit, see how other schools have addressed the issue or seek advice from other professionals in SLT.

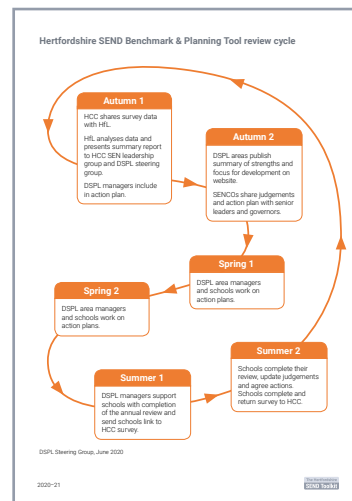
Once you have identified your action points, assign these to individuals for action and include completion/review dates. Prioritise actions that will have the most benefit. You may want to set measures for evaluating success.

Disseminate your findings and action plan to the senior leadership team, the whole staff and governors. You may wish to publish the action plan on your school website.

To maximise the impact of the SEND Benchmark & Planning Tool, set regular review dates immediately after completion of the baseline school self-evaluation, involving pupils and parents, as appropriate. Ideally the SEND Benchmark & Planning Tool should be reviewed at least annually.

Celebrate success and share what is working well for your school. Check your assessments of how well the school is performing and what it needs to do next with others in your DSPL area.

2020-21



Outcome 2. Improving outcomes

Further resources to develop and strengthen provision for particular areas of need are being developed. The first three resource mats complement the Hertfordshire Quality SEND Offer and signpost to high-quality resources for children and young with:

- autism
- speech, language and communication needs
- social, emotional and mental health needs

The resource mats can be found in the **Tools and references** section at the end of this chapter, or on the Hertfordshire Local Offer.



Hertfordshire Autism Quality Offer

Outcome 1: Providing high quality provision that meets the needs of children and young people with autism

In accordance with the Children and Families Act 2014, Hertfordshire's Quality SEND Offer describes the special educational provision that families can expect to be available for children and young people who have special educational needs and/or disabilities (SEND).

The Hertfordshire Review of Educational Provision for Children and Young People on the Autism Spectrum, completed in 2015, set out key recommendations which have been taken forward by Hertfordshire parents support schools to always start confidence and quality of provision with strengthening partnership with parents.

The Autism Quality Offer exemplifies what the evidence tells us works best for pupils with autism and will and other professionals, as part of the SEND Strategy. Autism and Health.

Hertfordshire is an Autism Education Trust (AET) Signpost Training Hub for the AET Eastern region. Each SEN Lead is funded to provide SEND Leads (primarily focusing on autism) to support the delivery of the outcomes in the Autism Quality Offer.

Outcome 2: Improving short and long term outcomes for children and young people with autism

promoting high expectations and ensuring all children and young people with autism achieve their best

- ensuring high quality teaching that is differentiated and personalised in a visual and language friendly environment and making best use of Communication Trust resources
- ensuring barriers to learning and putting effective provision in place beginning with strategies outlined in The Communication Trust's Communication Trust's Communication Trust's resources
- having a clear approach to supporting at the earliest point those who require SEN support for SLN, social, emotional and mental health needs, as well as those who require specialist support for SLN, social, emotional and mental health needs
- ensuring that children and young people with SLN and their families in the life of the school or setting are fully included and supported in the life of the school or setting
- ensuring that children and young people with SLN and their families in the life of the school or setting are fully included and supported in the life of the school or setting

Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with autism, understanding trust, confidence, respect and constructive partnership working

- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes

Outcome 4: Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with autism and achieves best value for money

- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes

Hertfordshire Speech Language and Communication Needs Quality Offer

Outcome 1: Providing high quality provision that meets the needs of children and young people with SLN

providing high quality teaching that is differentiated and personalised in a visual and language friendly environment and making best use of Communication Trust resources

- ensuring barriers to learning and putting effective provision in place beginning with strategies outlined in The Communication Trust's Communication Trust's Communication Trust's resources
- having a clear approach to supporting at the earliest point those who require SEN support for SLN, social, emotional and mental health needs, as well as those who require specialist support for SLN, social, emotional and mental health needs
- ensuring that children and young people with SLN and their families in the life of the school or setting are fully included and supported in the life of the school or setting
- ensuring that children and young people with SLN and their families in the life of the school or setting are fully included and supported in the life of the school or setting

Outcome 2: Improving short and long term outcomes for children and young people with SLN

- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes

Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with SLN, understanding trust, confidence, respect and constructive partnership working

- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes

Outcome 4: Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SLN and achieves best value for money

- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SLN and their parents have fully participated in discussions and have a sense of ownership of shared outcomes

Hertfordshire Social, Emotional and Mental Health Quality Offer

Outcome 1: Providing high quality provision that meets the needs of children and young people with SEMH

providing high quality teaching that is differentiated and personalised in a visual and language friendly environment and making best use of Communication Trust resources

- ensuring barriers to learning and putting effective provision in place beginning with strategies outlined in The Communication Trust's Communication Trust's Communication Trust's resources
- having a clear approach to supporting at the earliest point those who require SEN support for SEMH, social, emotional and mental health needs, as well as those who require specialist support for SEMH, social, emotional and mental health needs
- ensuring that children and young people with SEMH and their families in the life of the school or setting are fully included and supported in the life of the school or setting
- ensuring that children and young people with SEMH and their families in the life of the school or setting are fully included and supported in the life of the school or setting

Outcome 2: Improving short and long term outcomes for children and young people with SEMH

- ensuring that children and young people with SEMH and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SEMH and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SEMH and their parents have fully participated in discussions and have a sense of ownership of shared outcomes

Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with SEMH, understanding trust, confidence, respect and constructive partnership working

- ensuring that children and young people with SEMH and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SEMH and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SEMH and their parents have fully participated in discussions and have a sense of ownership of shared outcomes

Outcome 4: Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEMH and achieves best value for money

- ensuring that children and young people with SEMH and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SEMH and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- ensuring that children and young people with SEMH and their parents have fully participated in discussions and have a sense of ownership of shared outcomes

Outcome 2. Improving outcomes



Improving outcomes Tools and references

Tools:

Important to/for handout

Outcome Pyramid and guidance

Statutory Inclusion Statement handout

Teachers' Standards – overview poster

Inclusive Classroom Checklist

Hertfordshire Quality SEND Offer poster

Hertfordshire Quality SEND Offer for Early Years

Hertfordshire Quality SEND Offer for post-16 providers

Hertfordshire SEND Benchmark & Planning Tool

How to use the SEND Benchmark & Planning Tool

Hertfordshire SEND Benchmark & Planning Tool review cycle

Hertfordshire Autism Quality Offer

Hertfordshire Speech, Language and Communication Needs
Quality Offer

Hertfordshire Social, Emotional and Mental Health Quality Offer

Outcome 2. Improving outcomes



Improving outcomes Tools and references

Useful references:

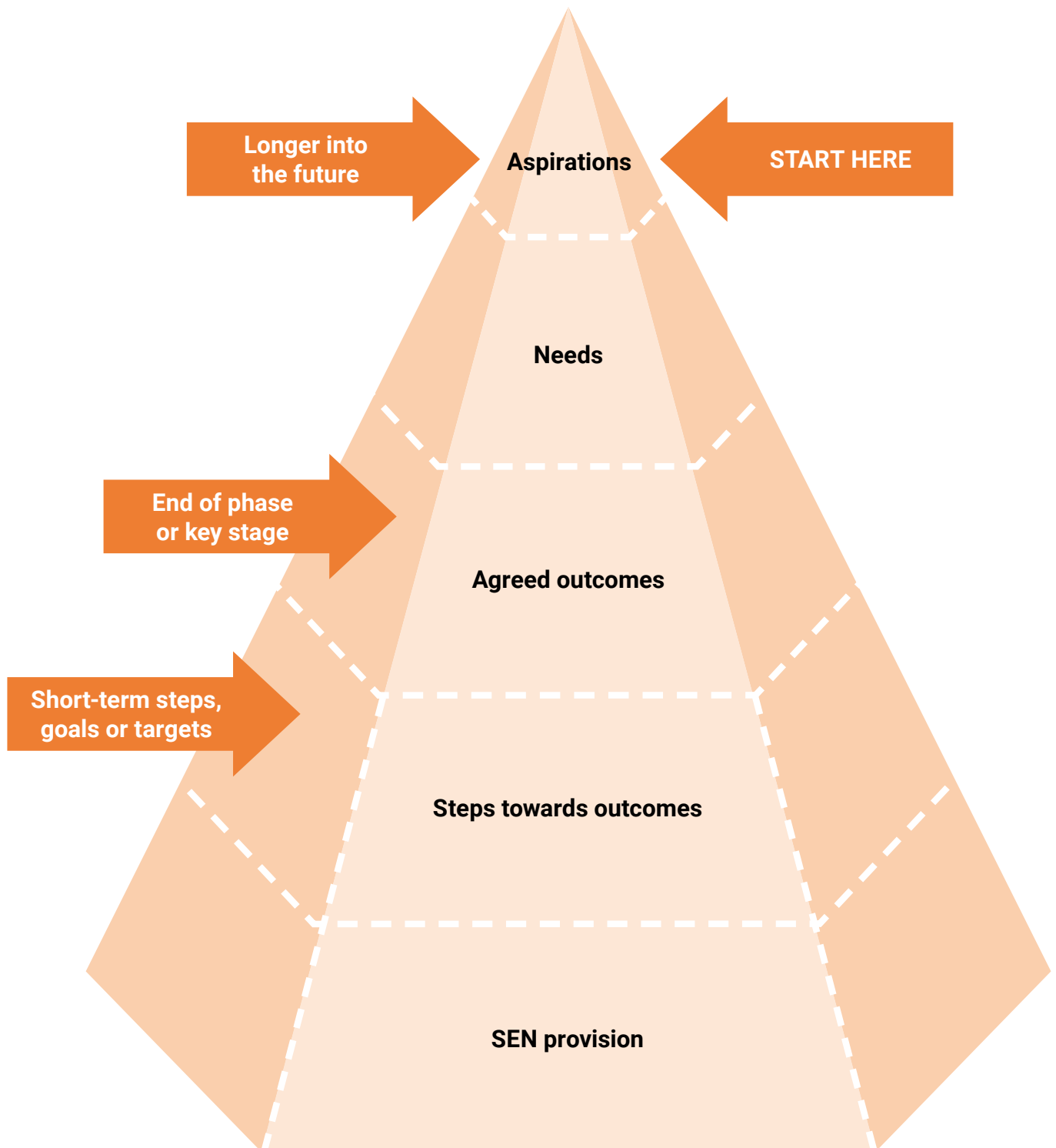
- Helen Sanderson Associates – sorting important to/for
<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/sorting-important-tofor/>
- Hertfordshire Local Offer
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>
- “National curriculum in England: framework for Key Stages 1 to 4”
<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>
- SEND Code of Practice: 0 to 25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- “Teachers’ Standards: Guidance for school leaders, school staff and governing bodies”
<https://www.gov.uk/government/publications/teachers-standards>

Important to

Important for

Template: Helen Sanderson Associates

Outcome Pyramid



Adapted from Council for Disabled Children's Outcome Pyramid



Using the Outcomes Pyramid

- ✓ With the focus on one particular child or young person, start to gather information to complete the pyramid. The information should come from conversations with the child or young person and their family. For example, it could emerge from the process of developing a one-page profile or completing an Iceberg Analysis.
- ✓ It may be helpful to gather the views of other professionals working with the child or young person and their family at this point.
- ✓ Using the Outcomes Pyramid sheet, jot down words and phrases that capture the aspirations of the child or young person and their family. Then work down the pyramid, taking each level in turn, completing the provision section last.
- ✓ Be clear about who the aspirations have come from and reflect this in how the information is recorded.
- ✓ The needs section may develop as your knowledge and understanding of the child or young person increases, or when further advice and information is received from other professionals.
- ✓ The timescale for the achievement of desired outcomes may be several years ahead or the end of a phase or key stage. As they emerge from the conversation, they may not be SMART. They can be specified more precisely or “SMARTened up” at a later stage.
- ✓ The provision section should be completed last. This should describe the provision in place to meet the identified needs and lead to the achievement of the steps towards the outcomes.
- ✓ Arrangements for setting the short-term steps should be described in the school’s SEND policy and SEN information report. The short-term steps might be achieved in a few weeks, a half-term or term. These should form part of the separate written plan agreed with the family, as part of the assess, plan, do review cycle.

Statutory Inclusion Statement handout

Setting suitable challenges

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets that are deliberately ambitious.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.⁵

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEND Code of Practice: 0 to 25 years includes statutory advice on approaches for identification and assessment, which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEND Code of Practice: 0 to 25 years is clear about what should be done to meet their needs.

4.4 With the right teaching, which recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience, and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Taken from "The national curriculum in England – Framework document", DfE 2014

⁵ Age is a protected characteristic under the Equality Act 2010 but it is not applicable to schools in relation to education or (as far as relating to those under the age of 18) the provision of services; it is a relevant protected characteristic in relation to the provision of services or employment (so when thinking about staff). Marriage and civil partnership are also a protected characteristic but only in relation to employment.



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Inclusive teaching observation checklist (SEND)

Whole-class work	
	Access to teacher and any resources used has been planned for, e.g. a number line or grid or text visible to all or made accessible in other ways, background noise avoided where possible, light source in front of teacher not behind
	Children's seating carefully planned
	Rules and routines for the lesson taught and displayed; consistent and fair reinforcement by adults in the classroom
	All children clear about their own objectives for lessons
	All children clear about structure of lesson and day, e.g. visual timetables are on display
	New or difficult vocabulary clarified, written up, displayed, revisited
	Understanding of instructions checked by teacher, e.g. by asking a child to explain them in their own words
	Support in place for children who cannot "hold things in their heads" – sticky notes, jottings, individual whiteboards
	Questions pitched so as to challenge children at all levels, e.g. define paragraph (for higher attaining), define sentence (for lower attaining)
	Individuals targeted for particular questions
	Use made of alternatives to questions to invite a response, e.g. making suggestions from which the children can choose, speculating, making a personal contribution from own experience
	Questions used to ensure the rest of the class are listening, e.g. "Does anyone have a question for Gupta?", "Who thinks the same as Jo?", "Who thinks differently?"
	Children clear about the timescale for the question, e.g. "This is one for a quick response.", "This is one which needs several minutes to think about.", "This is one I want you to work at for ten minutes."

Independent and group work

	Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until child can answer correctly
	Contribution of all children valued – secure and supportive learning environment where there is the safety to have a go, to make a mistake
	Children help and support each other with ideas; they give one another space in which to think and respond to questions
	Contributions reflected back by teacher in expanded form or expanded on by other children
	Multi-sensory teaching approaches (visual, verbal, kinaesthetic) in use
	Time out (talking in pairs or other groups) used to maintain attention, link to children’s own language and experience
	Buddying used for seating and paired or partner work, e.g. more settled child paired with a child who finds concentration difficult
	Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role
	Visual and tangible aids used, e.g. story sacks, real objects, signs and symbols, photographs, pegs on a coathanger, variety of number lines, counting sticks, computer animations
	Strategies that children need to use (e.g. for problem solving or text composition) made very explicit
	Abstract concepts made concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources
	Children who need it being pre-prepared or pre-taught, where this would help them to access the lesson
	Additional adults, if present, are actively involved throughout in supporting or assessing learning

Independent and group work

	Transition from whole-class work to independent and group work clearly signalled and actively managed
	Tasks clearly explained or modelled – checks for understanding, task cards or boards as reminders, time available and expected outcomes made clear
	Children’s different needs for explanation are recognised: children can choose to start if they feel they understand or wait for further explanation if they do not
	Materials and resources for task available and accessible; expectations about independent personal organisation are clear and routines have been taught
	A distraction-free area has been set up for children who need it
	Strategies taught to children, enabling them to continue to work without direct teacher help if they get stuck; prompts to remind them are on display
	Children are provided with and regularly reminded of resources to help them be independent, e.g. relevant material from whole-class session kept on display, word lists or mats, dictionaries of terms, glossaries, number lines, hundred squares, tables squares
	Tasks link back to earlier (or later) objectives, where these are appropriate for child and group
	Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another, numbers to 100 by one group or to 20 by another
	Tasks made more open or more closed, according to children’s needs
	Arrangements (buddying, adult support, taping) made where necessary, to ensure that children can access written text and instructions
	Alternatives to paper and pencil tasks used where appropriate
	Scaffolding (e.g. problem-solving grids or writing frames or clue cards) provided where needed

Independent and group work

	Variety of pupil groupings used so that children are able to draw on each other's strengths and skills
	Children taught to work together in groups
	Appropriate behaviour is noticed, praised or rewarded Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged
	Effective use of ICT as an access strategy, e.g. speech or sign supported software, on-screen word banks, predictive word processing
	Individual's learning objectives, e.g. positional language, number facts, punctuation, prediction are picked up on
	Texts and equipment are at children's instructional level and matched to their age and dignity
	Teaching assistants used to prepare some children for the whole-class teaching ahead of time by rehearsing feedback, thinking in advance about the questions the teacher will ask, before they are put to the class as a whole
	Peers helped to give feedback in positive ways, e.g. "I like the way ...", "One idea for improvement would be ..." cards
	Questioning designed to assess grasp of particular objectives relevant for each child or group of children

Inclusive teaching observation checklist (SEND) adapted from "Leading on Inclusion", DfES 2005

Hertfordshire Quality SEND Offer

The SEND code of practice: 0 to 25 years says all schools and settings must:

- Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child or young person, and the child's parents, are central to achieving the best possible educational and other outcomes. (1.1)
- Use their best endeavours to make sure that a child or young person with special educational needs (SEN) gets the support they require.
- Appoint a Special Educational Needs Coordinator (SENCO) who must be a qualified teacher working at the school. If required, they must achieve the National Award for Special Educational Needs Coordination within three years of appointment. (This does not apply to 16 to 19 academies)
- Take steps to ensure that children and young people with medical conditions get the support required to meet those needs. (5.11 and 6.11)
- Publish, and update at least annually, an SEN information report (6.79)
- Publish their arrangements for the admission of disabled children and young people, the reasonable adjustments being made to prevent them from being treated less favourably than others; the facilities provided to enable them to access the school and their accessibility plan showing how they plan to improve access over time.
- Co-operate with the local authority in the Education, Health and Care plan review process (6.56) and in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4)

Outcome 1: We expect schools and settings to provide high-quality provision that meets the needs of children and young people with SEND through:

- High-quality teaching that is differentiated and personalised (6.37)
- fully including children and young people and their families in the life of the school
- responding to the particular needs of children and young people with SEND in specific circumstances, including children looked after (10.0).
- having a clear approach to identifying those who require SEN support at the earliest point (6.14)
- using a graduated approach, in the form of a four-part cycle of 'assess, plan, do and review', through which decisions and actions are made, revisited, refined and revised (6.44)
- removing barriers to learning and putting effective SEN provision in place (6.44)
- evidencing the use of reasonable adjustments, ensuring access to the curriculum, written word and learning environment (1.34)
- using provision mapping and management to maintain an overview of the provision and interventions used with different groups of pupils, providing a basis for monitoring (6.76 and 6.77)
- ensuring the SENCO, working with senior leaders and the governing body, determines the strategic development of SEND policy and provision (6.87)
- evaluating the effectiveness of special educational provision, through normal school improvement systems (4.32)
- strategically planning professional development to secure enhanced expertise, for all staff working regularly with children and young people (4.32)

Outcome 2: We expect schools and settings to improve short and long term outcomes for children and young people with SEND through:

- promoting high expectations and ensuring all children and young people achieve their best (6.1)
- ensuring teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (6.4)
- developing the effectiveness of teaching and learning through the monitoring and self-evaluation approaches used in the school (6.74)
- ensuring the graduated approach fully engages children, young people, and their families, and clearly evidences progress towards outcomes.
- supporting the social and emotional development and the mental health of children and young people, including providing extra support for listening to the views of children and young people and measures to prevent bullying (4.32)

Outcome 3: We expect schools and settings to communicate sensitively, appropriately and effectively with parents, children and young people with SEND, engendering trust, confidence, respect and constructive partnership working through:

- ensuring that children and young people and their families have fully participated in discussions and have a sense of co-ownership of desired outcomes
- keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff. (6.71)
- informing parents when they are making special educational provision for their child (6.43)
- arranging meetings with parents at least three times each year, allowing sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. (6.69)

Outcome 4: We expect all schools and settings to manage resources for SEND through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money through:

- deploying the school's delegated budget and other resources. This may include Exceptional Needs Funding, and provision of services and equipment, including auxiliary aids as identified in the school's accessibility plan (6.9)
- regularly reviewing how expertise and resources can be used to improve the quality of whole-school provision (6.3)
- managing provision to contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. (6.77) ensuring a named member of the governing body or a sub-committee has specific oversight of the school's arrangements for SEND (6.3)

Outcome 5: We expect all schools and settings to work proactively and collaboratively to improve provision through:

- participating in the development and delivery of local services through DSPL areas
- working with health and social care, local authority support services and voluntary sector organisations (6.79)
- agreeing actions that ensure successful transitions between schools, phases, year groups as appropriate and in preparation for adult life (6.42/6.57)
- cooperating with the local authority to respond to recommendations from all SEND strategy work-streams
- cooperating with the local authority to review and develop the Local Offer
- including the views and experiences of pupils, parents and others in regular review, monitoring and self-evaluation processes

2019-20

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Herts for Learning

SEND 0-25 years



Hertfordshire Quality SEND Offer for Early Years

Children develop quickly in the Early Years and a child's experiences between birth and age five have a major impact on their future life chances. Therefore it is important that there is no delay in making any necessary special educational provision (5.36)

The SEND code of practice (2015) says all early years providers must:

- have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child and the child's parents, are central to achieving the best possible educational and other outcomes. (1.1)
- use their best endeavours to make sure that a child with special educational needs gets the support they require. (maintained nurseries only)
- designate a teacher to be responsible for coordinating SEN provision. (5.6) (maintained nurseries only)
- take steps to ensure that children with medical conditions get the support required to meet those needs. (5.11)
- have regard to the Equalities Act, 2010 and make reasonable adjustments to prevent children with disabilities being put at substantial disadvantage. (5.10)
- publish and update at least annually the SEN information report. (5.6) (maintained nurseries only)
- follow the safeguarding and welfare requirements and the learning and development requirements of the EYF5 (5.3) (5.4)
- work in partnership with parents to provide information and to establish the support needed for children with SEN and disabilities. (5.37)
- use information from the two-year progress check to highlight areas where there is a concern that a child may have a developmental delay. (5.23)
- maintain a record of children under their care as required under the EYF5 framework. These records must be available to parents and must include how the setting supports children with SEN and disabilities. (5.50)

Outcome 2: We expect all early years providers to improve short and long term outcomes for children with SEND through:

- knowing and understanding the strengths and needs of each child. (5.33)
- observing and assessing progress of children in the early years through statutory and non-statutory guidance (such as [EY Outcomes](#), [IAELD](#) or [Early Support](#) materials) to ascertain the extent to which a child is developing at expected levels for their age. (5.21)
- using information from the assessments to inform plans for future learning and identify any additional needs for support. (5.27)
- ensuring practitioners are responsible and accountable for the progress and development of the children in their setting through creating a curriculum that is ambitious and meets their needs.
- remaining responsible for overseeing the provision to be implemented as part of SEN support. (5.42)
- ensuring the graduated approach is led and coordinated by the setting's SENCO working with and supporting individual practitioners and informed by EYF5 materials. (5.45)
- planning and preparing for transition before a child moves within the setting or into another setting or school (5.47)
- evaluating practice and securing continuous development that improves children's outcomes.

Outcome 4: We expect all early years providers to manage resources for SEN through a transparent approach that is fair, meets the needs of children with SEND and achieves best value for money through:

- considering how best to use their resources to support the progress of children with SEN. (5.60)
- checking eligibility for funding from the [Early Years Inclusion Fund](#), [Disability Access Fund](#) or [High Needs Funding](#) and use this money to help to deliver support for children with SEND
- regularly reviewing how internal expertise and resources can be used to improve the quality of provision within the setting.
- identifying particular patterns of need and potential areas of development for EY practitioners.

Outcome 1: We expect all early years providers to provide high quality provision that meets the needs of children with SEN or Disabilities through:

- have a clear approach to identifying SEN from the earliest point, and then responding by making effective provision. (5.4)
- identifying a person to act as SENCO.
- early years practitioners remaining responsible for working with the child on a daily basis with support from the SENCO. (5.42)
- being alert to emerging difficulties and respond early. (5.5)
- removing barriers to learning and putting effective SEN provision in place. (5.31)
- regularly reviewing and understanding when parents express concerns about their child's development (5.5)
- regularly reviewing and evaluating the quality and breadth of the support they offer, or could access, for children with SEN or disabilities. (5.7)
- having a clear approach to assessing SEN as part of their approach to monitoring the progress and development of all children using, for example [IAELD](#) or [Early Support](#) materials. (5.20)
- use of a graduated approach, with four stages of action: assess, plan, do and review (5.38) Guidance is available within the [Targeted services offer](#) and [Hertfordshire quality offer resource mats](#)
- evidencing the use of reasonable adjustments ensuring access to the setting's curriculum.
- fully including children and their families in the life of the setting.
- responding to requests from the local authority to convene and hold the annual review meeting on its behalf, for children with an Education, Health and Care plan. (5.46)
- responding to the particular needs of children with SEND in specific circumstances, including children looked after (10.0).

Outcome 3: We expect all early years providers to communicate sensitively, appropriately and effectively with parents and children with SEND, engendering trust, confidence, respect and constructive partnership working through:

- acknowledging that parents know their children best, and listen and understand when parents express concerns about their child's development.
- understanding and addressing any concerns raised by children themselves.
- using observation and play opportunities to enable children to communicate their views, wishes and feelings.
- ensuring that support for children with SEND is family-centred and considers the individual family's needs.
- planning support and, where appropriate, in reinforcing their provision or contributing to progress at home. (5.41)
- ensuring parents are contributing their insights to every element of the assess, plan, do and review cycle, including agreeing and reviewing intended outcomes. (5.44)
- agreeing with parents the information to be shared as part of any transition planning process. (5.47)
- **keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate practitioners** (6.71)
- informing parents when they are making special educational provision for their child (5.38) and providing parents with information.

Outcome 5: We expect all early years providers to work proactively and collaboratively to improve provision through:

- sharing information and agreed actions with other settings or schools as part of [effective transition](#). (5.47)
- participating in local EY meetings and local training opportunities.
- proactively engaging in focused and highly effective CPD to deepen understanding of specific needs and developing strategic awareness through accredited qualifications such as [CERTSEY](#) or similar.
- working in partnership with other local education providers to explore how different types of need can be met most effectively. (5.7)
- involving appropriate specialists from [SEND specialist advice and support service](#) (0-5) teams who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. (5.48)
- signposting parents to, and working with, health and social care, local authority support services, voluntary sector and other relevant organisations as detailed on [Hertfordshire SEND Local Offer](#)
- cooperating with the local authority to respond to recommendations from all SEND strategy work-streams.
- participating in the development and delivery of local services such as through DSPL groups.

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 Hertfordshire

 SEND
0-25 years

Hertfordshire Quality SEND Offer for post-16 providers

Hertfordshire expects all post-16 providers, who deliver programmes to young people with SEND, to work within the guidance described in this Quality SEND Offer.

The SEND code of practice: 0 to 25 years says post-16 settings¹ must:

- have regard to the SEND code of practice: 0-25 years (7.3)
- co-operate with the local authority on arrangements for young people with SEN (7.3/8.24)
- admit a young person if the institution is named in an Education, Health and Care (EHC) plan (7.3)
- fulfill their duties under the Equality Act 2010 (Chapter 1), including making reasonable adjustments and providing auxiliary aids and services to ensure that disabled young people are not at a substantial disadvantage compared with their peers (7.7)
- use their best endeavours to secure the special educational provision that the young person needs² (7.3/8.50)
- ensure all young people up to and including age 18 and, for 19 to 25 year-olds with EHC plans, are provided with independent careers guidance² (7.9/8.27)
- ensure a named person with oversight of SEN informs young people with autism of their right to a community care assessment and their parents of a right to a carer's assessment (8.64)
- have regard to the Mental Capacity Act 2005 (8.19)

Outcome 2: We expect all post-16 providers to improve short-term and long-term outcomes for young people with SEND through:

- being ambitious for young people with SEN whatever their needs and whatever their level of study (7.5)
- being aware of effective, evidence-based practice in the sector and elsewhere (7.14)
- raising the career aspirations of young people with SEND and broadening their employment horizons (8.28)
- ensuring SEN support is provided by appropriately qualified staff with relevant skills and knowledge (7.16)
- providing a coherent study programme which provides stretch and progression and enables them to achieve the best possible outcomes in adult life (7.6)
- promoting independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participation in the community (7.13/7.38)
- ensuring teaching staff work with specialist support to identify where a young person may be having difficulty which may be because of special educational needs (7.11)
- ensuring curriculum and support staff know who to go to if they need expert advice (7.22)
- supporting young people so they can progress and reach positive destinations in adult life (7.5)

Outcome 4: We expect all post-16 providers to manage resources for SEND through a transparent approach that is fair, meets the needs of young people with SEND and achieves best value for money through:

- ensuring there is a named person with oversight of SEN provision to ensure coordination of support (7.22)
- establishing a clear picture of the resources available and determining their approach to using their resources to support the progress of young people with SEND (7.30)
- providing appropriate high-quality SEN support using all available resources (7.29)
- producing a clear description of the special educational provision they normally provide for young people with SEND (7.31)
- the governing body ensuring there is appropriate expertise within the workforce and that curriculum staff are able to develop their skills, are aware of effective practice and keep their knowledge up to date (7.22)

Outcome 1: We expect all post-16 providers to provide high-quality provision that meets the needs of young people with SEND through:

- designing high-quality study programmes that provide stretch and progression (8.30)
- delivering inclusive, high-quality teaching which is differentiated for individuals and embedded in all subject areas and at all levels (7.4)
- providing pathways to employment (8.31) and help for those who need to develop skills which will prepare them for work (8.37)
- using assessments that are differentiated and proportionate to the likely level of SEND (7.10)
- identifying needs and providing support for young people who may have fallen behind at school (7.12)
- regularly reviewing the needs of young people with SEND using a cyclical approach to assessing need, planning and providing support, and reviewing that support so it can be adjusted where necessary (7.14)
- removing all the barriers to learning that they reasonably can by keeping the reasonable adjustments they make under review (7.21)

Outcome 3: We expect all post-16 providers to communicate sensitively, appropriately and effectively with parents and young people with SEND, engendering trust, confidence, respect and constructive partnership working through:

- making sure young people with SEND know who to go to for support (7.21)
- giving all young people an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning (7.10)
- supporting young people to form their own views and be more and more involved in discussions about their aspirations, needs and the support they think will help them best (7.13/8.13)
- continuing to involve family members in discussions about the young person's studies where a young person is under the age of 18 or when there are concerns about attendance, behaviour or welfare (8.17)
- keeping a young person's profile and record of support up to date to inform regular discussions with them and where the young person is happy for them to do so, with their family, about their expected outcomes, progress and planned next steps (8.13)

Outcome 5: We expect all post-16 providers to work proactively and collaboratively to improve provision through:

- effective transition planning with schools including familiarisation visits (7.10/8.21)
- ensuring they have access to external specialist services and expertise (7.23)
- supporting young people to make a good transition to adult health and, where eligible, social care services (8.54/8.57)
- ensuring young people with SEND have the information they need to make the transition to life beyond college (8.75)
- facilitating joined-up provision for young people whose specific circumstances require additional consideration such as looked after young people, care leavers and those with SEND and social care needs (Chapter 10) and sharing information as quickly as possible as requested by Youth Offending Teams³ (10.71)

¹ Post-16 settings include sixth-form colleges, general further education (FE) colleges, 16-19 academies, specialist art and design and land-based colleges and independent specialist colleges approved under Section 41 of the Children and Families Act 2014. School sixth form provision is included in the Quality SEND Offer for schools.

² This duty applies to further education (FE) colleges, sixth form colleges and 16-19 academies.

³ in relation to young people aged 18 and under who have been remanded or sentenced by the Courts to relevant youth accommodation in England

Hertfordshire Schools' SEND Benchmark and Planning Tool

School Name: [Click or tap here to enter text.](#)

This innovative tool will provide Hertfordshire schools with a framework for discussion about their policy and provision for children and young people with special educational needs (SEND). This is set within the statutory guidance of the SEND Regulations 2014 and the SEND Code of Practice: 0 to 25 years 2015.

Using a collaborative, solution-focused approach, schools can identify strengths in current practice and plan next steps.

The Benchmark and Planning Tool has been developed to help schools:

- Work with children and young people with SEND, their families and colleagues within and beyond the school to identify current practice using a 'best-fit' model
- Strengthen their knowledge and understanding through the use of incremental statements
- Plan manageable next steps towards exemplary practice
- Explore practice within the five outcomes from the Hertfordshire SEND Quality Offer

Key dates:

Who has been involved in the Benchmarking and Planning activity?

- | | | |
|--|---|---|
| <input type="checkbox"/> Head Teacher | Name: Click here to enter text. | Date: Click here to enter text. |
| <input type="checkbox"/> SENCO | Name: Click here to enter text. | Date: Click here to enter text. |
| <input type="checkbox"/> Senior Leader | Name: Click here to enter text. | Date: Click here to enter text. |
| Role: Click here to enter text. | Name: Click here to enter text. | Date: Click here to enter text. |
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| <input type="checkbox"/> Parent / Carer | Name: Click here to enter text. | Date: Click here to enter text. |
| <input type="checkbox"/> Other Professionals | Name: Click here to enter text. | Date: Click here to enter text. |
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| <input type="checkbox"/> Children and young people | Name: Click here to enter text. | Date: Click here to enter text. |
| <input type="checkbox"/> Other Role | Name: Click here to enter text. | Date: Click here to enter text. |
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Outcome 1: Providing high quality provision that meets the needs of children and young people with SEND

<p>Consider the following questions for each section:</p> <ol style="list-style-type: none"> 1. What do you have in place? 2. How well does it work? What difference does it make? 3. How do you know? What evidence do you have to support this view? 4. Next steps 	
<p>Emerging</p> <ol style="list-style-type: none"> a. Use of effective differentiation is inconsistent across the school. b. Senior leaders review the quality of teaching for all children and young people, with only limited evidence of a focus on children and young people with SEND. 	
<p>Expected</p> <ol style="list-style-type: none"> a. High quality teaching is regularly differentiated, personalised and responsive to the views and experiences of children and young people with SEND. b. The SENCO, with senior leaders, regularly and carefully reviews the quality of teaching for children and young people with SEND and gives developmental feedback to staff. 	
<p>Exemplary</p> <ol style="list-style-type: none"> a. High quality teaching is always differentiated, personalised and responsive to the views and experiences of children and young people with SEND and improves outcomes and progress. b. The SENCO, with senior leaders, reviews the quality of teaching for children and young people with SEND and responds with a range of practical and strategic actions to improve outcomes and progress. 	
<p>Evidence to support judgement</p>	

<p>c. The culture for learning is limited in its inclusivity. There is some understanding of the four broad areas of need.</p>	<p>c. The culture for learning is responsive to the needs of all children and young people. The inter-relationship between the four broad areas of need is fully understood by teachers and informs practice.</p>	<p>c. The culture for learning is dynamic, reflective and responsive to the needs of all children and young people. It is informed by a consistently high level of understanding about the inter-relationship between the four broad areas of need and improves outcomes and progress.</p>
<p>Emerging</p> <p>d. Children and young people with SEND and their families are usually included in the life of the school, including some extra-curricular activities.</p> <p>e. There is limited evidence of joined-up provision within school, and from services beyond school, to meet the particular needs of children and young people with SEND, including those in specific circumstances.</p>	<p>Expected</p> <p>d. Children and young people with SEND and their families are fully included in the life of the school, including extra-curricular activities.</p> <p>e. Joined-up provision within school, and from services beyond school, meets the particular needs of children and young people with SEND, including those in specific circumstances. It is clearly evidenced and effectively promotes educational achievement.</p>	<p>Exemplary</p> <p>d. Children and young people with SEND and their families are active partners in all aspects of school life, including extra-curricular activities.</p> <p>e. Joined-up provision within school, and from services beyond school, meets the particular needs of children and young people with SEND, including those in specific circumstances. It is embedded, consistent and leads to improved outcomes and progress.</p>
<p>Evidence to support judgement</p>		

Emerging	Expected	Exemplary	Evidence to support judgement
<p>f. The approach to identifying SEN at the earliest point lacks clarity and consistency.</p> <p>g. The use of the graduated approach in the form of a four-part cycle is inconsistent.</p> <p>h. Parent/carers are informed if their child is identified with SEN.</p>	<p>f. A clear consistent, approach to identifying SEN at the earliest point using a range of information which is understood by all, is in place and detailed on the school's SEN information report.</p> <p>g. All school staff understand and use the graduated approach, in the form of a four-part cycle through which decisions and actions are made, revisited, refined and revised.</p> <p>h. Parent/carers are consulted as part of the approach to the identification of SEN.</p>	<p>f. The school has developed in partnership with children and young people, families and others, a clear approach to identifying SEN at the earliest point. This is actively promoted through the school's SEN information report.</p> <p>g. The four-part cycle of the graduated approach demonstrates strong collaboration through which decisions and actions are made, revisited, refined and revised.</p> <p>h. Parent/carers' views are actively sought and used to embed choice and decision making as part of the approach to the identification of SEN.</p>	
<p>Emerging</p> <p>i. Barriers to learning are recognised. SEN provision is in place, but delivered inconsistently.</p> <p>j. Reasonable adjustments, to enable access to the curriculum and learning environments, are in evidence across parts of the school.</p>	<p>Expected</p> <p>i. Action is taken to remove barriers to learning at the earliest point. Effective SEN provision is put in place.</p> <p>j. Reasonable adjustments are used effectively to ensure access to the curriculum and learning environment.</p>	<p>Exemplary</p> <p>i. Anticipatory and responsive action is taken to rapidly remove barriers to learning. High quality SEN provision is in place.</p> <p>j. Reasonable adjustments are embedded in every aspect of school life.</p>	<p>Evidence to support judgement</p>

<p>k. Parent/carers are informed when provision is put in place to remove barriers to learning and when reasonable adjustments are made.</p>	<p>k. Parent/carers are consulted about any provision to be put in place to remove barriers to learning and when reasonable adjustments are required.</p>	<p>k. Parent/carers' views are actively sought and used to embed choice and decision making as part of the approach to removing barriers to learning or making reasonable adjustments.</p>	
<p>Emerging</p> <p>l. A current provision map is in place recording an overview of interventions. There is limited analysis and monitoring of outcomes.</p> <p>m. The SENCO determines the development of SEND policy and provision.</p>	<p>Expected</p> <p>l. All teachers are involved in provision mapping and management, and use it to monitor and analyse impact of provision on outcomes and progress.</p> <p>m. The SENCO, working with the SLT, and governing body, determines the development of SEND policy and provision.</p>	<p>Exemplary</p> <p>l. Provision mapping and management is used strategically. It contributes to school improvement by identifying particular patterns of need and potential areas of development. The most effective approaches are adopted widely across the school and ensure good outcomes and progress.</p> <p>m. The SENCO, working with the SLT and governing body, determines the strategic development of SEND policy and provision.</p>	<p>Evidence to support judgement</p>

Emerging	Expected	Exemplary	Evidence to support judgement
<p>n. Information about special educational provision and outcomes is recorded and linked to whole school systems in a limited way.</p> <p>o. The SENCO plans some professional development to develop a basic awareness for all staff working regularly with children and young people with SEND.</p>	<p>n. The effectiveness of special educational provision is evaluated by the SENCO, working with senior leaders, using a range of information normally available in school.</p> <p>o. The SENCO, working with senior leaders, plans a comprehensive programme of professional development for all staff working regularly with children and young people with SEND, to ensure enhanced expertise is secured.</p>	<p>n. A range of information normally available in school is evaluated rigorously by the SENCO, working with senior leaders, to ensure high quality provision resulting in good outcomes and progress.</p> <p>o. The SENCO, working with senior leaders, strategically plans professional development for all staff working regularly with children and young people with SEND, to ensure enhanced expertise is secured. The impact of training is clearly measured and evidenced.</p>	
Notes			
Actions <ul style="list-style-type: none"> • 			

Outcome 2:

Improving short and long term outcomes for children and young people with SEND

Consider the following questions for each section:	
1. What do you have in place? 2. How well does it work? What difference does it make? 3. How do you know? What evidence do you have to support this view? 4. Next steps	
Emerging	Evidence to support judgement
<p>a. Teachers have an awareness of the needs of children and young people with SEND and there is some evidence of the use of differentiation to support them.</p> <p>b. Some teachers take responsibility for the progress and development of children and young people with SEND.</p> <p>c. Impact of support from teaching assistants or specialist staff is unclear.</p>	<p>a. All staff have a very good understanding of the needs of children and young people with SEND. High expectations which inspire, motivate and challenge ensure good outcomes and progress.</p> <p>b. All staff are responsible and accountable for the progress and development of children and young people with SEND.</p> <p>c. Teachers maximise the impact of support from teaching assistants or specialist staff and can evidence the effectiveness on outcomes and progress.</p>
Expected	Evidence to support judgement
<p>a. Teachers have a clear understanding of the needs of children and young people with SEND. They use teaching approaches to engage, support and promote good outcomes and progress.</p> <p>b. All teachers take responsibility and are accountable for the progress and development of children and young people with SEND.</p> <p>c. Teachers take responsibility for the impact of support from teaching assistants or specialist staff.</p>	<p>a. All staff have a very good understanding of the needs of children and young people with SEND. High expectations which inspire, motivate and challenge ensure good outcomes and progress.</p> <p>b. All staff are responsible and accountable for the progress and development of children and young people with SEND.</p> <p>c. Teachers maximise the impact of support from teaching assistants or specialist staff and can evidence the effectiveness on outcomes and progress.</p>
Exemplary	Evidence to support judgement
<p>a. All staff have a very good understanding of the needs of children and young people with SEND. High expectations which inspire, motivate and challenge ensure good outcomes and progress.</p> <p>b. All staff are responsible and accountable for the progress and development of children and young people with SEND.</p> <p>c. Teachers maximise the impact of support from teaching assistants or specialist staff and can evidence the effectiveness on outcomes and progress.</p>	<p>a. All staff have a very good understanding of the needs of children and young people with SEND. High expectations which inspire, motivate and challenge ensure good outcomes and progress.</p> <p>b. All staff are responsible and accountable for the progress and development of children and young people with SEND.</p> <p>c. Teachers maximise the impact of support from teaching assistants or specialist staff and can evidence the effectiveness on outcomes and progress.</p>

Emerging	Expected	Exemplary	Evidence to support judgement
<p>d. Systems to track progress and measure outcomes are in place. They lack consistency and are not well integrated in to whole school assessment policy and practice.</p> <p>e. There is some understanding of the graduated approach but its use across the school is inconsistent.</p> <p>f. Feedback to teachers focused on improving teaching and learning for children and young people with SEND is ad hoc with limited evidence of impact.</p>	<p>d. Outcomes and progress for children and young people with SEND are monitored and evaluated through a range of effective whole school systems and are clearly understood by children and young people and their families.</p> <p>e. There is clarity between teachers of how the graduated approach promotes good outcomes and progress. Opportunities to make decisions with children and young people and their families are included.</p> <p>f. Effective feedback, provided to teachers over time, improves teaching and learning for children and young people with SEND.</p>	<p>d. Outcomes and progress for children and young people with SEND are robustly monitored, evaluated and shared widely through a range of channels that are both accessible and effective.</p> <p>e. A fully embedded graduated approach demonstrating active participation of teachers, children and young people and their families leads to good progress and outcomes.</p> <p>f. A continuous cycle of effective feedback, collaborative working and solution-focused activities improve teaching and learning for children and young people with SEND.</p>	
<p>g. Teachers have some awareness of how to reduce anxiety and promote good mental health, but this requires further development for children and young people with SEND.</p>	<p>g. All teachers have an enhanced understanding of how to reduce anxiety and promote good mental health for children and young people with SEND and there is evidence of impact.</p>	<p>g. Knowledge and understanding of how to reduce anxiety and promote good mental health for children and young people is embedded and applied appropriately by all staff and makes a positive difference to children and young people with SEND.</p>	Evidence to support judgement

<p>h. There is some provision in place for listening to the views of children and young people with SEND but this is applied inconsistently with little evidence of how this informs practice.</p> <p>i. Some teachers understand the heightened risk for children and young people with SEND in regard to bullying. There is little evidence of how this knowledge is used across the school to safeguard children.</p>	<p>h. There are a range of person-centred approaches in place for listening and responding to the views of children and young people with SEND.</p> <p>i. Teachers understand the heightened risk of children and young people with SEND in regard to bullying. This knowledge is used effectively to safeguard children and prevent or resolve issues.</p>	<p>h. Children and young people and their families contribute to the development of person-centred approaches used within the school. All staff actively listen and respond to the views of children and young people with SEND and encourage collaborative partnership working.</p> <p>i. All staff understand the heightened risk of children and young people with SEND in regard to bullying. This knowledge results in whole school approaches to prevention and resolution.</p>	
<p>Notes</p>			
<p>Actions</p> <ul style="list-style-type: none"> • 			

Outcome 3:

Communicating sensitively, appropriately and effectively with parents, children and young people with SEND. Engendering trust, confidence, respect and a constructive partnership working.

Consider the following questions for each section:	
1. What do you have in place? 2. How well does it work? What difference does it make? 3. How do you know? What evidence do you have to support this view? 4. Next steps	
Emerging	Evidence to support judgement
<p>a. Children and young people, and their families, have limited participation in decision making and co-ownership of desired outcomes.</p> <p>b. There are inconsistent notes from meetings or insufficient focus on how desired outcomes can be achieved.</p>	<p>a. All staff ensure children and young people, and their families, are informed and well supported in understanding choices. This enables them to participate in decision making and have co-ownership of desired outcomes.</p> <p>b. Records from meetings are jointly developed, agreed and shared with children and young people with SEND, their families and appropriate school staff.</p>
Expected	Evidence to support judgement
<p>a. Teachers ensure that children and young people, and their families, participate in decision making and have a sense of co-ownership of desired outcomes.</p> <p>b. A record of the desired outcomes, actions and provision is kept and shared with children and young people with SEND, their families and appropriate school staff.</p>	<p>a. All staff ensure children and young people, and their families, are informed and well supported in understanding choices. This enables them to participate in decision making and have co-ownership of desired outcomes.</p> <p>b. Records from meetings are jointly developed, agreed and shared with children and young people with SEND, their families and appropriate school staff.</p>
Exemplary	Evidence to support judgement
<p>a. Teachers ensure that children and young people, and their families, participate in decision making and have a sense of co-ownership of desired outcomes.</p> <p>b. A record of the desired outcomes, actions and provision is kept and shared with children and young people with SEND, their families and appropriate school staff.</p>	<p>a. All staff ensure children and young people, and their families, are informed and well supported in understanding choices. This enables them to participate in decision making and have co-ownership of desired outcomes.</p> <p>b. Records from meetings are jointly developed, agreed and shared with children and young people with SEND, their families and appropriate school staff.</p>

<p>c. Whole school systems to meet with parent/carers are in place but there is no adjustment for families of children with SEND.</p> <p>d. There are limited opportunities to capture and explore the level of parental confidence about the school's provision and practice for children and young people with SEND</p>	<p>c. There are arrangements to meet with parent/carers at least three times each year, allowing sufficient time to explore the views of children and young people with SEND and their families and to plan effectively. Discussions are led by a teacher with good knowledge and understanding of the pupil and who is aware of their needs and attainment.</p> <p>d. There are effective opportunities to capture and explore the level of parental confidence about the school's provision and practice for children and young people with SEND. These are understood and used by teachers across the school.</p>	<p>c. Arrangements are made to meet with parent/carers at least three times each year, allowing sufficient time to explore the views of children and young people with SEND and their families. This is promoted and evaluated. All teachers are supported and trained to manage these conversations as part of professional development.</p> <p>d. The opportunities to capture and explore the level of parental confidence about the school's provision and practice for children and young people with SEND are consistently applied across the school and gathered, analysed and used to inform developments in practice.</p>
<p>Notes</p>		
<p>Actions</p> <ul style="list-style-type: none"> • 		

Outcome 4:

Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money

Consider the following questions for each section:	
<p>1. What do you have in place? 2. How well does it work? What difference does it make? 3. How do you know? What evidence do you have to support this view? 4. Next steps</p>	
Emerging	Evidence to support judgement
<p>a. There is inconsistent knowledge by leaders and governors of how resources, including funding, are used to improve outcomes and progress for children and young people with SEND.</p> <p>b. The school has a provision map.</p>	<p>a. Leaders and governors regularly review and evaluate how expertise and resources are used to improve outcomes and progress for children and young people with SEND and improve the quality of whole-school provision. Value for money principles form a central part of discussions.</p> <p>b. Provision management systematically and consistently demonstrates the impact of provision on outcomes and progress. Provision management is central to school improvement and value for money principles are in place.</p>
Expected	Evidence to support judgement
<p>a. Leaders and governors regularly review how expertise and resources are used to improve outcomes and progress for children and young people with SEND and improve the quality of whole-school provision.</p> <p>b. Provision management is used to evaluate the impact of provision on outcomes and progress. Provision management contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff.</p>	<p>a. Leaders and governors regularly review and evaluate how expertise and resources are used to improve outcomes and progress for children and young people with SEND and improve the quality of whole-school provision. Value for money principles form a central part of discussions.</p> <p>b. Provision management systematically and consistently demonstrates the impact of provision on outcomes and progress. Provision management is central to school improvement and value for money principles are in place.</p>
Exemplary	Evidence to support judgement
<p>a. Leaders and governors regularly review and evaluate how expertise and resources are used to improve outcomes and progress for children and young people with SEND and improve the quality of whole-school provision. Value for money principles form a central part of discussions.</p> <p>b. Provision management systematically and consistently demonstrates the impact of provision on outcomes and progress. Provision management is central to school improvement and value for money principles are in place.</p>	<p>a. Leaders and governors regularly review and evaluate how expertise and resources are used to improve outcomes and progress for children and young people with SEND and improve the quality of whole-school provision. Value for money principles form a central part of discussions.</p> <p>b. Provision management systematically and consistently demonstrates the impact of provision on outcomes and progress. Provision management is central to school improvement and value for money principles are in place.</p>

<p>c. It is unclear how the school uses its delegated budget and other resources for SEND to improve outcomes and progress.</p>	<p>c. The school's delegated budget and other resources are used efficiently and effectively to promote good outcomes and progress.</p>	<p>c. There is transparent use of the school's delegated budget and other resources. School leaders and governors collaborate to review and evaluate impact. There is evidence of good outcomes and progress.</p>	
<p>Notes</p>			
<p>Actions</p> <ul style="list-style-type: none"> • 			

Outcome 5: Working proactively and collaboratively to improve provision

		Consider the following questions for each section:
		<ol style="list-style-type: none"> 1. What do you have in place? 2. How well does it work? What difference does it make? 3. How do you know? What evidence do you have to support this view? 4. Next steps
Emerging	Expected	Evidence to support judgement
<p>a. There is a limited knowledge of services available from education, health, social care and voluntary services for children and young people with SEND.</p>	<p>a. There is evidence of proactive and collaborative working practices with professionals from education, health, social care and voluntary services for children and young people with SEND.</p>	<p>a. There is evidence of strong working relationships with professionals from education, health, social care and voluntary services for children and young people with SEND leading to a joint understanding of expected outcomes and analysis of impact and next steps</p>
Emerging	Expected	Evidence to support judgement
<p>b. Systems for transitions within school, between schools and in preparation for adulthood are limited. There is a lack of evidence of person-centred approaches.</p>	<p>b. Systems for transitions within school, between schools and in preparation for adulthood are secure. Relevant adjustments, person-centred approaches and collaboration between children and young people and their families is clearly evident.</p>	<p>b. Systems for transitions within school, between schools and in preparation for adulthood are robust and effective and use person-centred approaches. There is evidence children and young people feel safe and supported, and settle quickly to continue their journey.</p>

Emerging	Expected	Exemplary	Evidence to support judgement
<p>c. The SEN information report is published on the website. However staff in the school lack knowledge about its content. It is updated but the principles of co-production are not embedded.</p>	<p>c. The SEN information report is published on the website, updated annually and made increasingly accessible to children and young people and their families through well-embedded co-production. Teachers are aware of its content.</p>	<p>c. The SEN information report is published on the website, updated annually and made increasingly accessible to children and young people and their families through well-embedded co-production. All staff are knowledgeable about its content and this is reflected in consistent practices across the school.</p>	
Notes			
Actions <ul style="list-style-type: none"> • 			

Action Plan

Target - the overarching aim: (What do we want to achieve?)	Actions: (What actions need to be taken to achieve the overarching aim?)	Person/s responsible:	Resources required: (Time, cost, materials, etc.)	Evaluation - evidence of success and impact:	Date completed:
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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How to Use the SEND Benchmark & Planning Tool

Getting started

Familiarise yourself with each outcome in the Hertfordshire SEND Quality Offer and the incremental statements in the Benchmark & Planning Tool.

Decide who you are going to work with. As a minimum, the SENCO, a member of the senior leadership team (SLT) and a governor should complete the exercise. Other people to consider including in the discussion are suggested on page 2 of the Benchmark & Planning Tool.

Consider how best to include children and young people with SEND and their families in the process.

Plan some time to work together to complete the framework.



Collecting information

Before you begin the process, gather up a range of documents and useful information that can help you come to a decision about the best-fit judgement for each statement. This should include: relevant school policies, accessibility plan, SEN information report, achievement data, most recent Ofsted inspection report and SEND development plan.

Feedback from other professionals, children and young people with SEND and their families will help you compare their experience of your provision with the school's own self-evaluation against the statements, and so strengthen your review process.



Evaluating provision

Make a step-by-step evaluation of your existing provision for children and young people with SEND against each of the incremental statements.

Use the four key questions at the start of each section to support your discussion.

Highlight your best-fit judgement for every element.

Jot any notes, evidence to support your decisions and actions in the spaces provided.

Make sure all the sections are completed and plan a date for review.

Once your analysis is complete, make a list of all the statements where you have classed your provision as "emerging". This list will highlight the priority areas for development that will form the basis for your action planning.



Taking action

Plan actions arising from your self-evaluation. To help you develop effective improvement measures, you could refer to the supporting resources in the Hertfordshire SEND Toolkit, see how other schools have addressed the issue or seek advice from other professionals in ISL.

Once you have identified your action points, assign these to individuals for action and include completion/review dates. Prioritise actions that will have the most benefit. You may want to set measures for evaluating success.

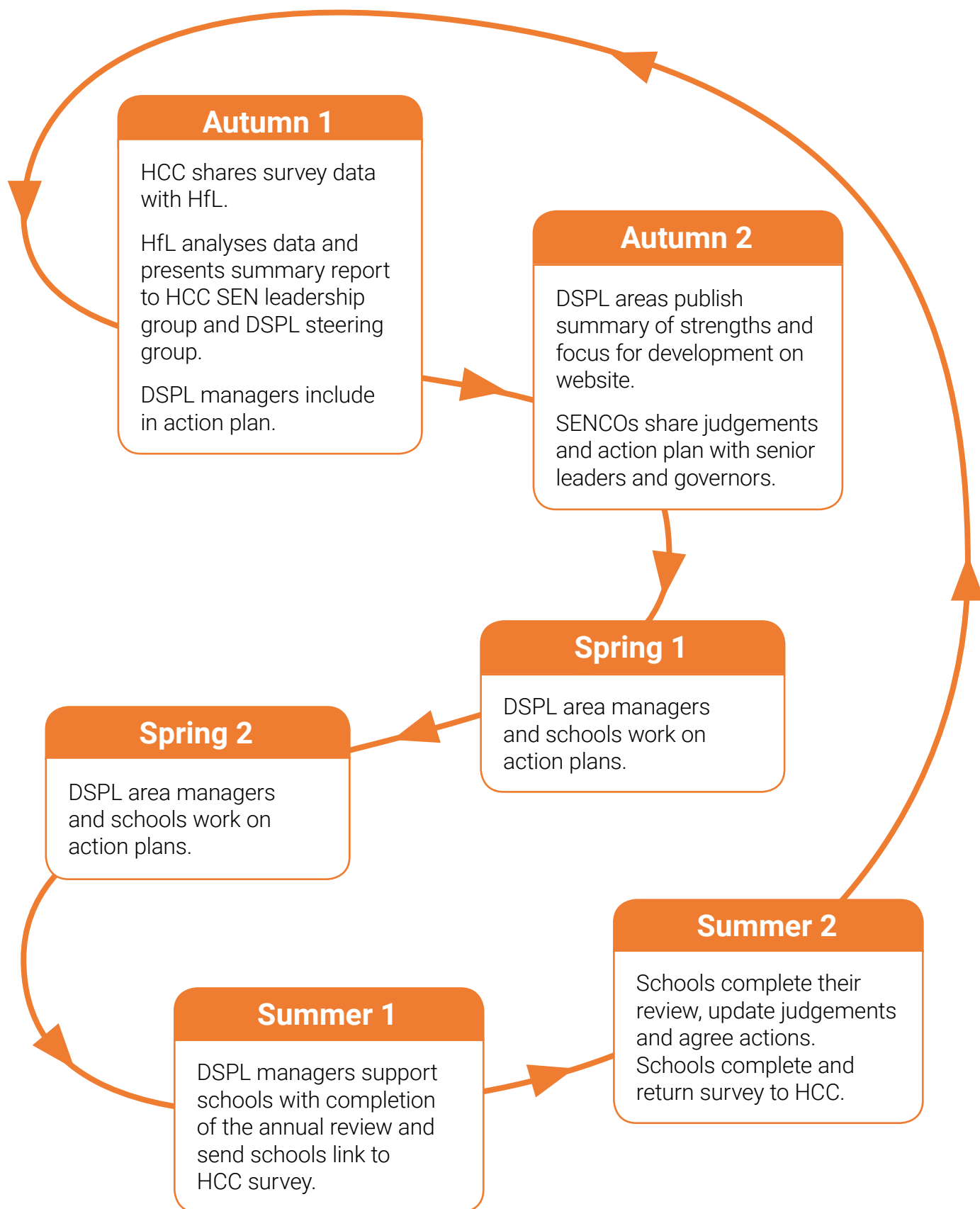
Disseminate your findings and action plan to the senior leadership team, the whole staff, and governors. You may wish to publish the action plan on your school's website.

To maximise the impact of the SEND Benchmark & Planning Tool, set regular review dates immediately after completion of the baseline school self-evaluation, involving pupils and parents, as appropriate. Ideally, the SEND Benchmark & Planning Tool should be reviewed at least annually.

Celebrate success and share what is working well for your school. Check your assessment of how well the school is performing and what it needs to do next with others in your DSPL area.



Hertfordshire SEND Benchmark & Planning Tool review cycle



DSPL Steering Group, June 2020

Hertfordshire Autism Quality Offer

In accordance with the Children and Families Act 2014, Hertfordshire's [Quality SEND Offer](#) describes the special educational provision that families can expect to be available for children and young people who have special educational needs and/or disabilities (SEND).

The Hertfordshire Review of Educational Provision for Children and Young People on the Autistic Spectrum, completed in 2015, set out key recommendations which have been taken forward by headteachers, parents and other professionals as part of the SEND Strategy - Autism work stream.

The Autism Quality Offer exemplifies what the evidence tells us works well for pupils with autism¹ and will support schools to develop staff confidence and quality of provision whilst strengthening partnerships with parents.

Hertfordshire is an [Autism Education Trust \(AET\) Schools Training Hub](#) affiliated to the AET Eastern region. Each DSPL area is funded to provide SEND Lead (initially focussing on autism) to support the delivery of the outcomes in the Autism Quality Offer.

Outcome 2: Improving short and long term outcomes for children and young people with autism by:

- promoting high expectations and ensuring all children and young people with autism achieve their best.
- ensuring teachers are responsible and accountable for the progress and development of the pupils in their class using the [AET Progression Framework](#), including where pupils access support from teaching assistants or specialist staff.
- developing the effectiveness of teaching and learning for pupils with autism through the monitoring and self-evaluation approaches used in the school.
- ensuring use of the graduated approach fully engages with parents, children and young people, and clearly evidences progress towards outcomes.
- supporting the social and emotional development and mental health of children and young people with autism, including providing extra support for listening to the views of a child or young person and measures to prevent bullying.

Outcome 4: Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with autism and achieves best value for money by:

- deploying the school's delegated budget and other resources. This may include Exceptional Needs Funding, and provision of services and equipment, including auxiliary aids as identified in the school's accessibility plan.
- using the [AET Autism Standards](#) or the Herts Autism Tracker to contribute to school improvement by reviewing which standards are well established and which are not yet fully in place and identifying priorities for development in the next steps action plan.
- recording decisions on the extent to which [AET Autism Standards](#) or the Herts Autism Tracker are met and aligning with the Hertfordshire SEND Benchmark & Planning Tool.
- incorporating information into the SEN information report regarding the school's approach to supporting pupils with autism and their families.
- ensuring the governing body or a sub-committee has oversight of the school's arrangements for autism.

Outcome 1: Providing high-quality provision that meets the needs of children and young people with autism by:

- appointing a named autism lead who can support the implementation of the local authority's school autism approach
- providing high-quality teaching that is differentiated and personalised making best use of [AET resources](#)
- removing barriers to learning and putting effective provision in place beginning with strategies described in AET's guide for teachers, [Do You Have a Child with Autism in Your Class?](#) and from [AET Tools for Teachers](#)
- fully including children and young people with autism and their families in the life of the school or setting
- having a clear approach to identifying those who require SEN support at the earliest point
- responding to the particular needs of children and young people with autism in specific circumstances, including children looked after.
- using a graduated approach, in the form of a four-part cycle of 'assess, plan, do and review', through which decisions and actions are made, revisited, refined and revised.
- ensuring all teachers and support staff undertake [AET Making Sense of Autism-Raising Awareness](#), at least two members of school staff undertake [AET Good Autism Practice](#) and at least two members of the senior leadership team undertake [AET Leading Good Autism Practice](#) training to embed a whole school approach.
- supporting members of staff to complete the [AET Competency Framework](#)
- evidencing the use of reasonable adjustments, ensuring access to the curriculum, written word and learning environment
- using provision mapping and management systems to maintain an overview of the programmes and interventions used with pupils with autism.
- evaluating the effectiveness of provision, through usual school improvement systems.

Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with autism, engendering trust, confidence, respect and constructive partnership working by:

- having a school contact that ensures children and young people with autism and their parents have fully participated in discussions and have a sense of co-ownership of desired outcomes.
- promoting the use of [Working Together with your Child's School](#), an AET autism guide for parents and carers, and using an appropriate pupil passport or profile
- keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff
- informing parents when they are making special educational provision for their child.
- arranging meetings with parents, allowing sufficient time to explore the parents' views and to plan effectively.

Outcome 5: Working proactively and collaboratively to improve provision by:

- working in close partnership with their DSPL Area SEND Lead/s to develop and deliver local services for autism.
- engaging with health and social care, local authority support services and voluntary sector organisations so these can be accessed appropriately.
- contributing to DSPL Area systems in situations where a child or young person with autism is at risk of exclusion, school placement breakdown or subject to a reduced timetable using support from [AET Exclusions resources](#)
- thorough planning and preparation for transitions during the school day, between phases in education and preparation for adult life
- cooperating with the local authority to respond to recommendations from all SEND Strategy workstreams.
- cooperating with the local authority to review and develop the Local Offer
- regular review, monitoring and self-evaluation, including the views experiences and involvement of pupils, parents and others

¹Identifying and addressing the educational needs of pupils does not depend on having a diagnosis. Schools should identify a pupil's needs and explore with them and their family the appropriate support that they would like and would benefit from.

Hertfordshire

Speech Language and Communication Needs Quality Offer

In accordance with the Children and Families Act 2014, Hertfordshire's [Quality SEND Offer](#) describes the special educational provision that families can expect to be available for children and young people who have special educational needs and/or disabilities (SEND)

The Speech, Language and Communication Needs Quality Offer exemplifies what the evidence tells us works well, for pupils with speech, language and communication needs (SLCN), and will support schools to develop staff confidence and quality of provision whilst strengthening partnerships with parents.

Children and young people with SLCN may:

- have speech that is difficult to understand
 - struggle to say words or sentences
 - not understand the words that are being used, or the instructions they hear
 - have difficulties knowing how to interact with others, e.g. talking and listening to others in a conversation.
- They may have some or all of these difficulties. Speech, language and communication skills are very important for reading, learning in school and for socialising and making friends. They are also needed to support understanding of and for controlling emotions or feelings.

Outcome 2: Improving short and long term outcomes for children and young people with SLCN through:

- promoting high expectations and ensuring all children and young people with SLCN achieve their best
- ensuring teachers are responsible and accountable for the [progress](#) and [development](#) of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- developing the effectiveness of the teaching and learning for pupils with SLCN through the monitoring and evaluation of approaches used in the school
- ensuring use of the graduated approach fully engages with parents, children and young people, and clearly evidences progress towards outcomes
- supporting the [emotional, mental and social development](#) of children and young people with SLCN, including providing extra support for listening to the views of children and young people and measures to prevent bullying and [social isolation](#)
- thorough planning and preparation for transitions during the school day, between phases in education and preparation for adult life using ideas and strategies suggested in resources such as [Communicating the Code: Post-16](#) and ICAN's [Moving On](#).

Outcome 4: Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SLCN and achieves best value for money by:

- deploying the school's delegated budget and other resources. This may include [Exceptional Needs Funding](#), and provision of services and equipment, including auxiliary aids as identified in the school's accessibility plan
- achieving an [Elklan Communication Friendly Setting Award](#), identifying effective practice and priorities for development and recording in the Hertfordshire SEND Benchmark & Planning Tool
- incorporating information into the SEN information report regarding the school's approach to supporting pupils with SLCN and their families
- ensuring the governing body or a sub-committee has oversight of the school's arrangements for SLCN, including creating a [communication policy](#), to support pupil progress.

Outcome 1: Providing high quality provision that meets the needs of children and young people with SLCN by:

- delivering high quality teaching that is differentiated and personalised in a visual and language friendly environment and making best use of [The Communication Trust](#) resources
- removing barriers to learning and putting effective provision in place beginning with strategies outlined in The Communication Trust's [Communication Friendly Checklists](#) and including visual support, [vocabulary learning](#), [questioning techniques](#), [phonics](#), and [Makaton signing](#)
- having a clear approach to [identifying](#) at the earliest point those who require SEN support for SLCN
- using a [graduated approach](#), in the form of a four-part cycle of assess, plan, do and review, through which decisions and actions are made, revisited, refined and revised
- fully including children and young people with SLCN and their families in the life of the school or setting
- responding to the particular needs of children and young people with SLCN in specific circumstances, including children looked after
- evidencing the use of reasonable adjustments, ensuring access to the curriculum, written word and learning environment
- using provision mapping and management to maintain an overview of the [programmes and interventions](#) used with pupils with SLCN and evaluating the effectiveness of this provision
- considering appointing a [Language Leader](#), who can work with senior leaders and the governing body, to determine the strategic development of policy and provision for children and young people with SLCN
- providing professional development opportunities for all staff working regularly with children and young people with SLCN including [Word Aware](#) and [Elklan](#) training, as well as online courses from [The Communication Trust](#).

Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with SLCN, engendering trust, confidence, respect and constructive partnership working by:

- ensuring that children and young people with SLCN and their parents have fully participated in discussions and have a sense of co-ownership of desired outcomes
- using an appropriate [pupil profile](#) and using strategies suggested in The Communication Trust's [Involving Children and Young People with SLCN – A toolkit for education settings](#).
- keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff
- [talking to families](#) about their child's speech, language and communication and informing them when making special educational provision for their child
- arranging meetings with parents and pupils, allowing sufficient time to explore the parents' views and making best use of sources of SLCN information including [ICAN](#) and [AFASIC](#)

Outcome 5: Working proactively and collaboratively to improve provision by:

- participating in the development and delivery of local services through DSP/L groups
- working with health and social care, local authority support services and voluntary sector organisations agreeing actions that ensure successful transitions between schools, phases and year groups using ideas and strategies suggested in resources such as [Communicating the Code: Post-16](#) and ICAN's [Moving On](#)
- cooperating with the local authority to respond to recommendations from all SEND strategy work-streams
- regular review, monitoring and evaluation, including the views experiences and involvement of pupils, parents and others.

Hertfordshire Social, Emotional and Mental Health Quality Offer

In accordance with the Children and Families Act 2014, Hertfordshire's [Quality SEND Offer](#) describes the special educational provision that families can expect to be available for children and young people who have special educational needs and/or disabilities (SEND).

The Social, Emotional and Mental Health (SEMH) Quality Offer exemplifies what the evidence says works well for children and young people with SEMH difficulties. It will support schools to develop whole school approaches, build staff confidence, strengthen partnerships with parents and improve outcomes. Children and young people can experience a wide range of social, emotional and mental health difficulties that may result in them struggling to engage with learning and have difficulty building and maintaining relationships with peers and adults. Behaviours that can indicate an SEMH need include:

- rapid mood changes such as sadness and anger
- emotional outbursts, challenging behaviour, disruption or hyperactivity
- withdrawal or isolation from others
- intense feelings such as worry, anxiousness or fear
- dramatic changes in behaviour or personality
- difficulty concentrating
- unexplained weight loss
- physical harm to themselves
- fighting and wanting to hurt others

Schools have an important role to play in supporting the SEMH needs of children and young people by fully exploring the possible underlying causes and tailoring their provision to meet the needs of the individual.

Outcome 2: Improving short and long-term outcomes for children and young people with SEMH by:

- promoting high expectations and ensuring all children and young people achieve their best
- ensuring teachers are responsible and accountable for the [progress and development](#) of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- using assessment tools such as the [Strengths and Difficulties Questionnaire](#) and [Boxall Profile](#)
- delivering a developmentally appropriate [PSHE](#) and [RSE and health](#) curriculum that teaches children and young people about mental health and wellbeing
- equipping children and young people to be resilient by embedding approaches such as [5 Ways to Wellbeing](#) within the curriculum
- evidencing progress towards outcomes through the use of the graduated approach
- ensuring [safeguarding](#) arrangements reflect the additional vulnerabilities of children and young people with SEMH.

Outcome 4: Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEMH and achieves best value for money by:

- deploying the school's delegated budget and other resources effectively. This may include [Exceptional Needs Funding](#) and reasonable adjustments identified in the school's accessibility plan and other policies
- demonstrating a commitment to supporting emotional wellbeing and mental health through engagement with [Healthy Young Minds in Herts](#) whole school accreditation and other resources
- identifying effective practice and priorities for development through the [SEND Benchmark & Planning Tool](#)
- including information in the SEN information report about the schools' approach to supporting children and young people with SEMH and their families
- ensuring the governing body or a sub-committee has oversight of the school's arrangements for SEMH, including supporting [staff wellbeing](#), developing guidance on [safer working practices](#) for staff and publishing a whole school positive [behaviour policy](#).

Outcome 1: Providing high quality provision that meets the needs of children and young people with SEMH by:

- adopting an approach to positive behaviour management based on principles outlined in [Hertfordshire Steps](#)
- nominating and training a designated Mental Health Lead who can lead the implementation of a whole school approach and be the key point of contact for any emotional wellbeing and [mental health](#) queries
- delivering high quality teaching that is differentiated and personalised in a calm and safe environment that prioritises the welfare of children and young people
- having a clear approach to identifying at the earliest point those who require SEN support for SEMH beginning with tools such as [When to Worry](#), [Roots and Fruits](#) and anxiety mapping
- adopting a tiered approach in line with [Hertfordshire's emotional wellbeing and behaviour strategy](#) through which decisions and actions are made, reviewed, refined and revised
- removing barriers to learning and putting effective SEN provision in place which reduces the need for exclusions or [reduced timetables](#)
- making reasonable adjustments, ensuring access to the curriculum, written word and learning environment and fully including children and young people with SEMH and their families in the life of the school
- taking steps to ensure that children and young people with [medical conditions](#) get the support they need
- using a provision mapping and management system to maintain an overview of the [interventions](#) used with children and young people with SEMH and to evaluate the effectiveness of this provision
- providing appropriate and relevant professional development including [Step On](#) and, where an audited need is identified, [Step Up](#) as well as training using the [Virtual School attachment and trauma aware toolkit](#) and resources from [Healthy Young Minds in Herts](#) and [MindED](#).

Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with SEMH, engendering trust, confidence, respect and constructive partnership working by:

- meeting with families regularly to discuss their child's SEMH needs and informing them when making [special educational provision](#) for their child
- ensuring that children and young people with SEMH and their parents have been able to share their concerns, fully explore the provision available and jointly agree a plan
- keeping a record of the outcomes, actions and support agreed and sharing this with families and appropriate school staff
- sharing information with families from the [Local Offer](#) and [Healthy Young Minds in Herts](#) including resources such as [Wellbeing Signposting Guide for Young People](#), [A Parents Survival Guide](#) and [Stress Bucket Tips for Parents](#).

Outcome 5: Working proactively and collaboratively to improve provision by:

- supporting the physical health, emotional wellbeing and mental health of children and young people by engaging with local services such as [YC Hertfordshire](#), their [DSPL area](#), and specialists from [ISL](#)
- getting help from health, social care and voluntary agencies including the [School Nursing Service](#), therapies from [Safe Space](#), and support from [Step2 \(CAMHS\)](#)
- using the [Families First](#) early help process to identify emerging needs and ensure children and young people with SEMH receive the right support at the right time
- agreeing actions that ensure successful transitions during the school day, between phases in education and in preparation for adulthood
- responding to the particular needs of children and young people with SEMH in specific circumstances, including [children looked after](#).

January 2020





The Hertfordshire
SEND Toolkit



The Hertfordshire SEND Toolkit



Communicating with parents, children and young people

Hertfordshire SEND Strategy

Outcome 3

We expect schools and settings to communicate sensitively, appropriately and effectively with parents, children and young people with SEND, engendering trust, confidence, respect and constructive partnership working.

Contents:

- **Putting children, young people and their families at the heart of the system**
- **Knowing parents well and building partnerships**
- **Constructive conversations**
- **Person-centred approaches**



Outcome 3. Communicating with parents, children and young people

Putting children and young people and families at the heart of the system

The SEND Code of Practice: 0 to 25 years outlines clear expectations that schools should have high levels of engagement with families of children and young people with SEND. Schools should be aspirational with their vision, building strong links with families, and forming collaborative and creative, problem-solving relationships.



Ref. 1.1

For children and young people and their families, this means that:

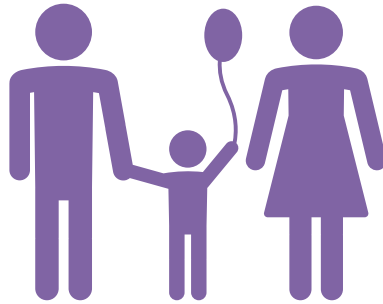
- ✓ they experience a system where their voices are heard and their wishes and feelings matter
- ✓ they have choices and control over decisions, which have been made clear to them, so they experience high-quality provision that is tailored to their own unique needs
- ✓ their special educational needs and disabilities will be picked up at the earliest point and provision quickly put in place, increasing independence and respecting dignity
- ✓ there will be high aspirations, embedded within jointly agreed desired outcomes

Parents' views are important. Schools should develop partnerships that enable parents to share their knowledge about their child, and give them confidence that their views and thoughts are valued and will be acted upon.

Discussions with parents should be structured in such a way to develop a good understanding of the children and young people's areas of strength and difficulty, the parents' concerns, the agreed outcomes and the next steps. Written records or notes from the discussions should be made and shared, so everyone is clear about what was said.

Outcome 3. Communicating with parents, children and young people

At times there may be differing opinions, and some discussions may be challenging. It is in the child's best interests for a positive dialogue to be maintained, to work through points of difference and establish a jointly agreed way forward.



Knowing parents well

Developing strong partnerships with parents is at the heart of the SEND process. The starting point for this is knowing and understanding the range of experiences that may be affecting the lives of families of children and young people with SEND.

Schools should be welcoming and have an appreciation of the many different pressures families may be experiencing. When relationships with schools are at their best, parents will feel a sense of belonging, feel respected and feel valued, as partners and co-producers in the journey for their child.

Parents know their children well, but often differently from how school knows them. It is very useful to ask a simple, open-ended question, "What can you tell me about your child that will help me to help them?"

Parents are as individual as the children in each class. What works for one child does not work for all, and the same is true for parents. You need to get to know them well, what they think, what they wish for, what they need and, importantly, what they are already doing to support their child.

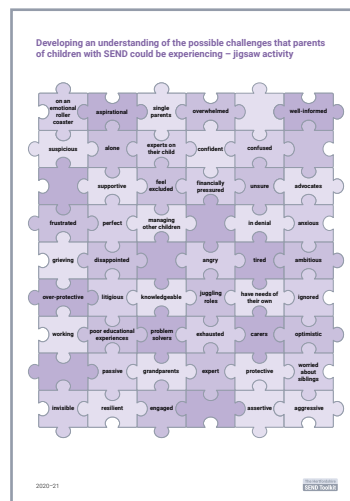
Think about the barriers that families face. These will be different for each family.

Outcome 3. Communicating with parents, children and young people

Building partnerships

It may be helpful if your staff have an opportunity to explore the range of experiences that families could be managing on a day-to-day basis. It is important to remember that parenting a child with SEND can bring its own additional challenges and responsibilities.

This **jigsaw activity** is a useful starting point to open discussions in a staff training session. This is available in the **Tools and references** section at the end of this chapter.



What do families think about your current ways of working?

When strengthening partnerships with families, it may be helpful for parents of children with SEND to share some of their family story. Schools should take care not to make judgements or develop stereotypes. Dismissing parents as unavailable, lacking interest or hard to reach will never help schools to develop better engagement.

Positive working relationships with parents are built within an open and listening culture and the development of trust.

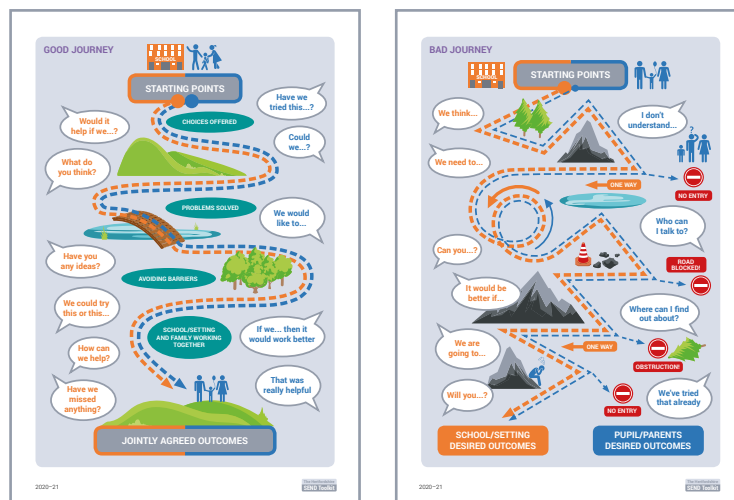
Outcome 3. Communicating with parents, children and young people

Reviewing and reflecting on the views of families

Below are two activities you may find helpful to learn more about what matters to your families. Exploring what it feels like to be a parent of a child with SEND can help you to know what is working well and where you need to make things better. Regularly measuring how well you are doing should be an integral part of the SENCO's role.

Good journey / bad journey

This activity, based upon the Helen Sanderson person-centred, good day / bad day activity, will work well with your staff and families. The posters and full instructions are available in the **Tools and references** section at the end of this chapter.



Outcome 3. Communicating with parents, children and young people

Capturing the views and feelings of families

This activity provides an opportunity for families to share their views and feelings about how they are experiencing the principles of the SEND Code of Practice: 0 to 25 years. The scaling activity is available in the **Tools and references** section at the end of this chapter. Further guidance on the principles can be found earlier in the toolkit.



What do families think?

School understands the future I would like for my child. ☹️ _____ 😊


My views and opinions matter. ☹️ _____ 😊


I feel the teacher(s) know my child well. ☹️ _____ 😊

I feel listened to. ☹️ _____ 😊

I take an active role in making decisions about my child. ☹️ _____ 😊

I feel a partner in my child's planning. ☹️ _____ 😊

Any other thoughts? 

2020-21 



Outcome 3. Communicating with parents, children and young people

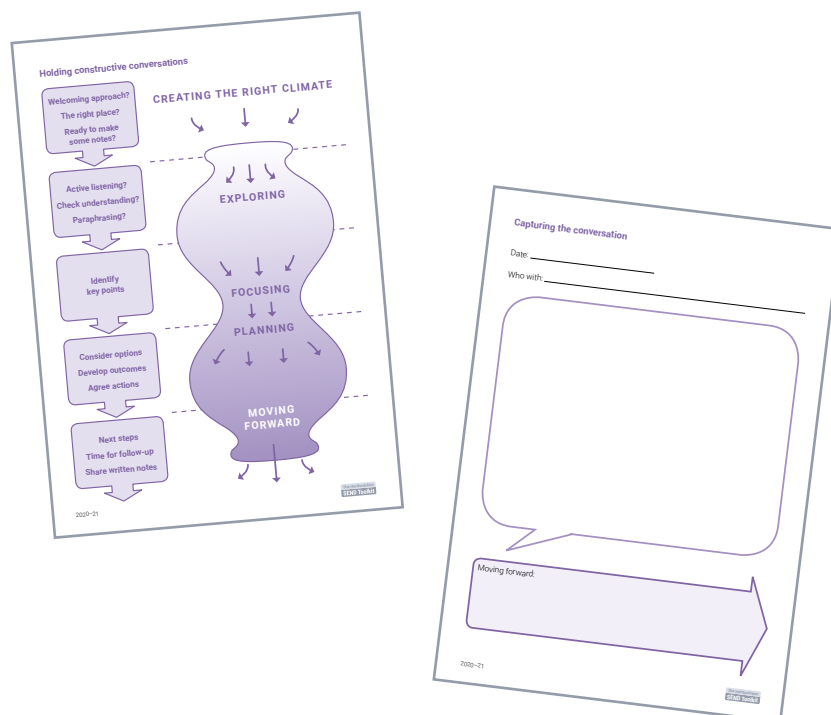
Constructive conversations

Conversations are important, but skill is needed to maximise the potential of these opportunities.

When conversations work well, parents of a child or young person with SEND will be actively engaged in their child's learning and fully involved in planning to meet their needs. Families should feel more confident and have a shared understanding of the way forward.

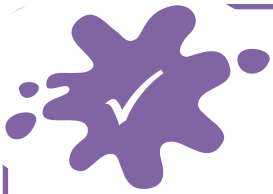
Regardless of the length and formality of your discussions, it is helpful to have in your mind the four-part structure outlined below, to ensure all the key points are understood and acted upon.

This helpful diagram is available in the **Tools and references** section at the end of the chapter. A template to capture the conversation is also available.



Outcome 3. Communicating with parents, children and young people

Some tips to maximise the potential of conversations, to ensure they are constructive, are outlined below.



How to ensure conversations are constructive – top tips



Acknowledge that you are keen, willing and prepared to listen and respond to the parent or child. Although the current time may not be ideal, offer alternative choices. The tone of this initial interaction is crucial. Any feelings of rebuff felt by the parents or child can have repercussions on your developing relationship.



Ensure a conducive climate. Give open and positive body language.



Consider where you are holding the conversation. Does it feel the right place to talk? Ask the family if they would prefer a more private space.



Present a welcoming approach and show the parents their views and feelings are valued by the school. Offer seating and perhaps a drink for everyone.



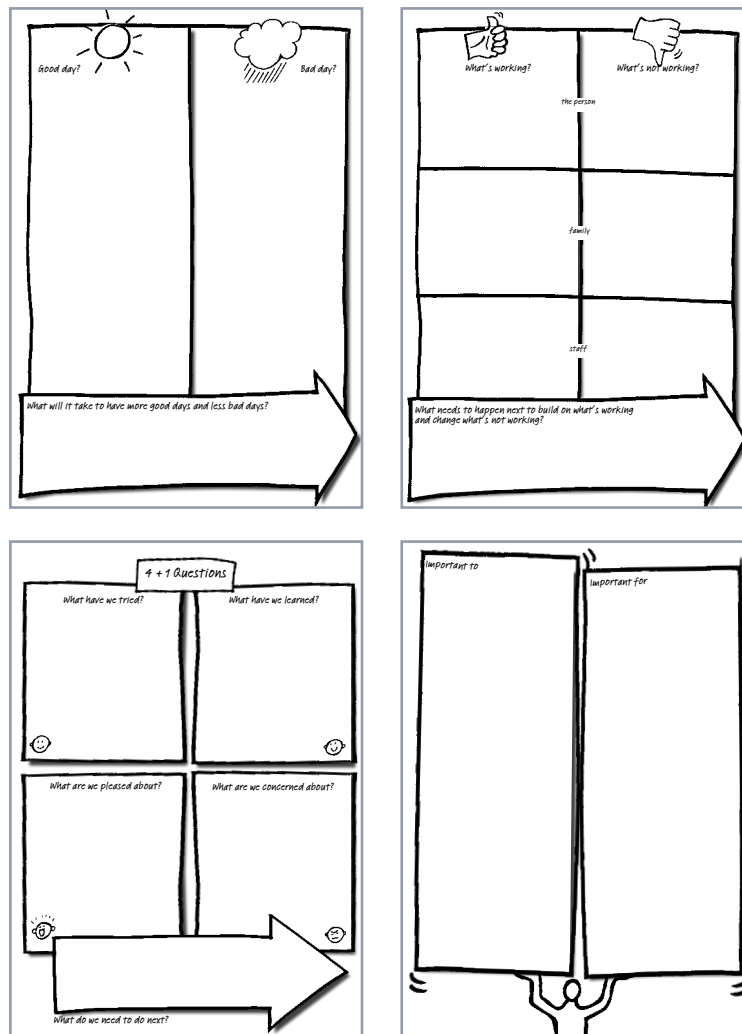
Have some notepaper available to jot down or briefly record the essence of the conversation. It may be helpful to have some copies of the “Capturing the Conversation” sheet already prepared and readily available.

Outcome 3. Communicating with parents, children and young people

Person-centred approaches

Schools should be using person-centred approaches in all their discussions and conversations with children, young people and their families.

It may be helpful to explore the full range of person-centred thinking tools available from Helen Sanderson Associates. A range of these have been included in the **Tools and references** section at the end of this chapter.



Outcome 3. Communicating with parents, children and young people



Communicating with parents, children and young people Tools and references

Tools:

Developing an understanding of the possible challenges that parents of children with SEND could be experiencing – jigsaw activity

Good journey / bad journey posters and tips

What do families think?

Holding constructive conversations

Capturing the conversation

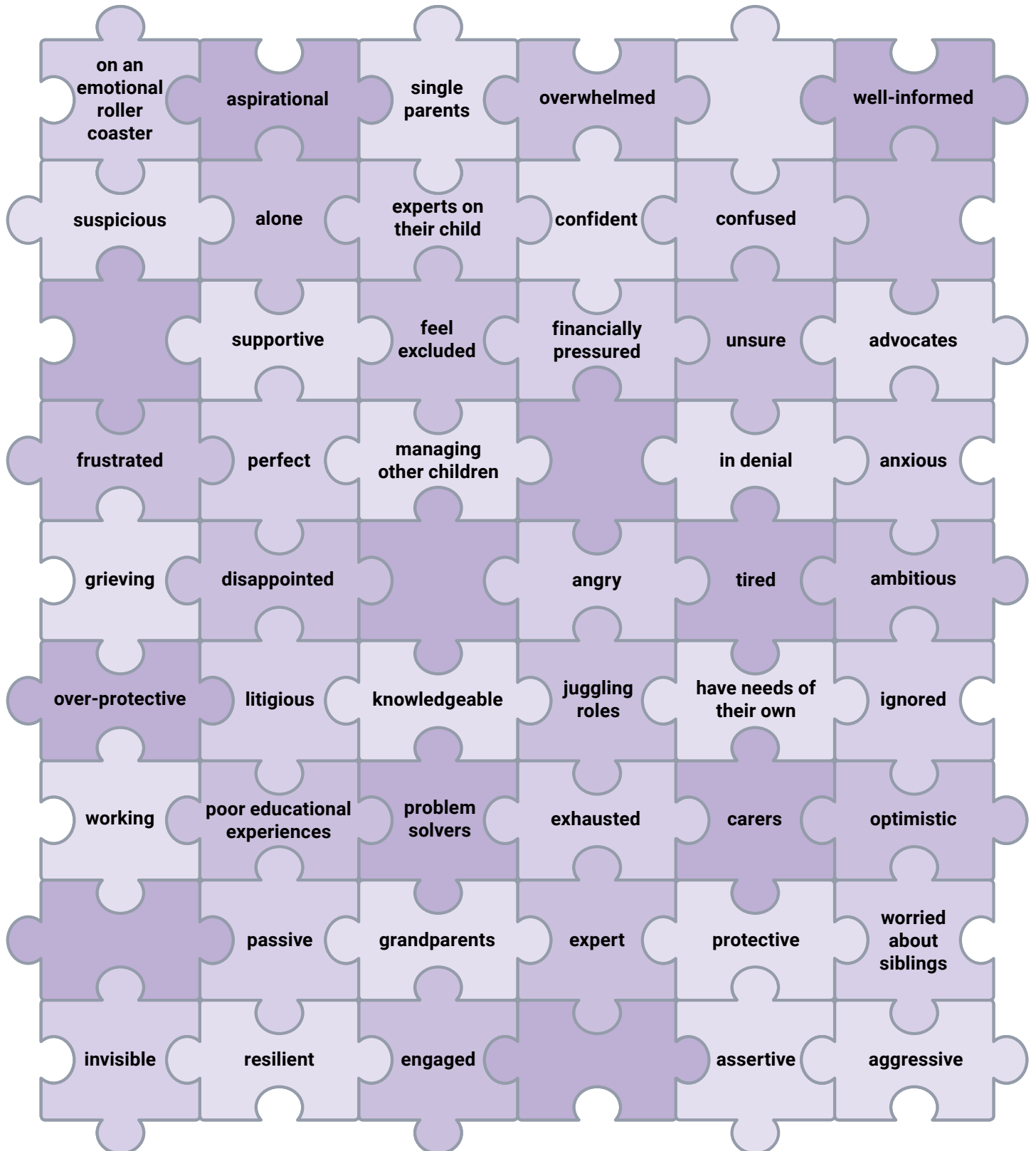
Selection of Helen Sanderson Associates person-centred printable tools:

- Good day / bad day
- Working / not working
- Four plus one
- Important to / important for

Useful references:

- Helen Sanderson Associates, person-centred thinking tools
<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>
- SEND Code of Practice: 0 to 25 years
[link: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Developing an understanding of the possible challenges that parents of children with SEND could be experiencing – jigsaw activity



GOOD JOURNEY



STARTING POINTS

CHOICES OFFERED

Would it help if we...?

Have we tried this...?

Could we...?

What do you think?



PROBLEMS SOLVED

We would like to...

Have you any ideas?

AVOIDING BARRIERS

We could try this or this...

If we... then it would work better

How can we help?

SCHOOL/SETTING AND FAMILY WORKING TOGETHER

Have we missed anything?

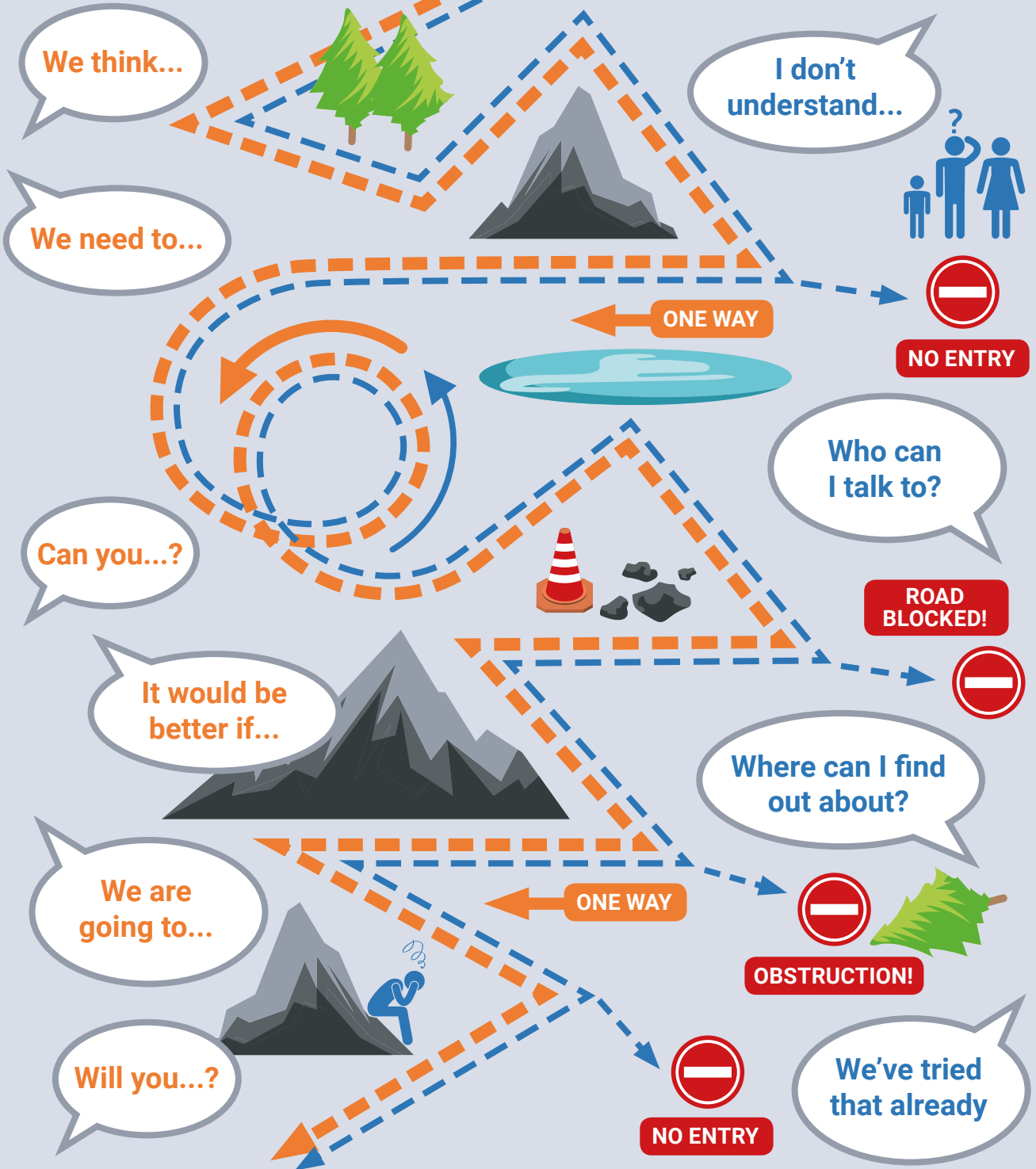
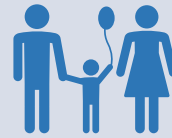
That was really helpful

JOINTLY AGREED OUTCOMES

BAD JOURNEY

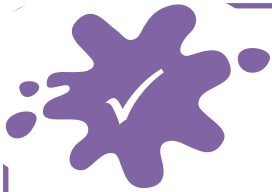


STARTING POINTS



**SCHOOL/SETTING
DESIRED OUTCOMES**

**PUPIL/PARENTS
DESIRED OUTCOMES**



Good journey / bad journey activity sheet – top tips



Work with families exploring the language and images on each poster.



Which poster feels most like their experiences in your school?



How do the views of parents align with those of your staff?

What do families think?

School understands
the future I would
like for my child.



My views and
opinions matter.



I feel the teacher(s)
know my child well.



I feel listened to.



I take an active role
in making decisions
about my child.

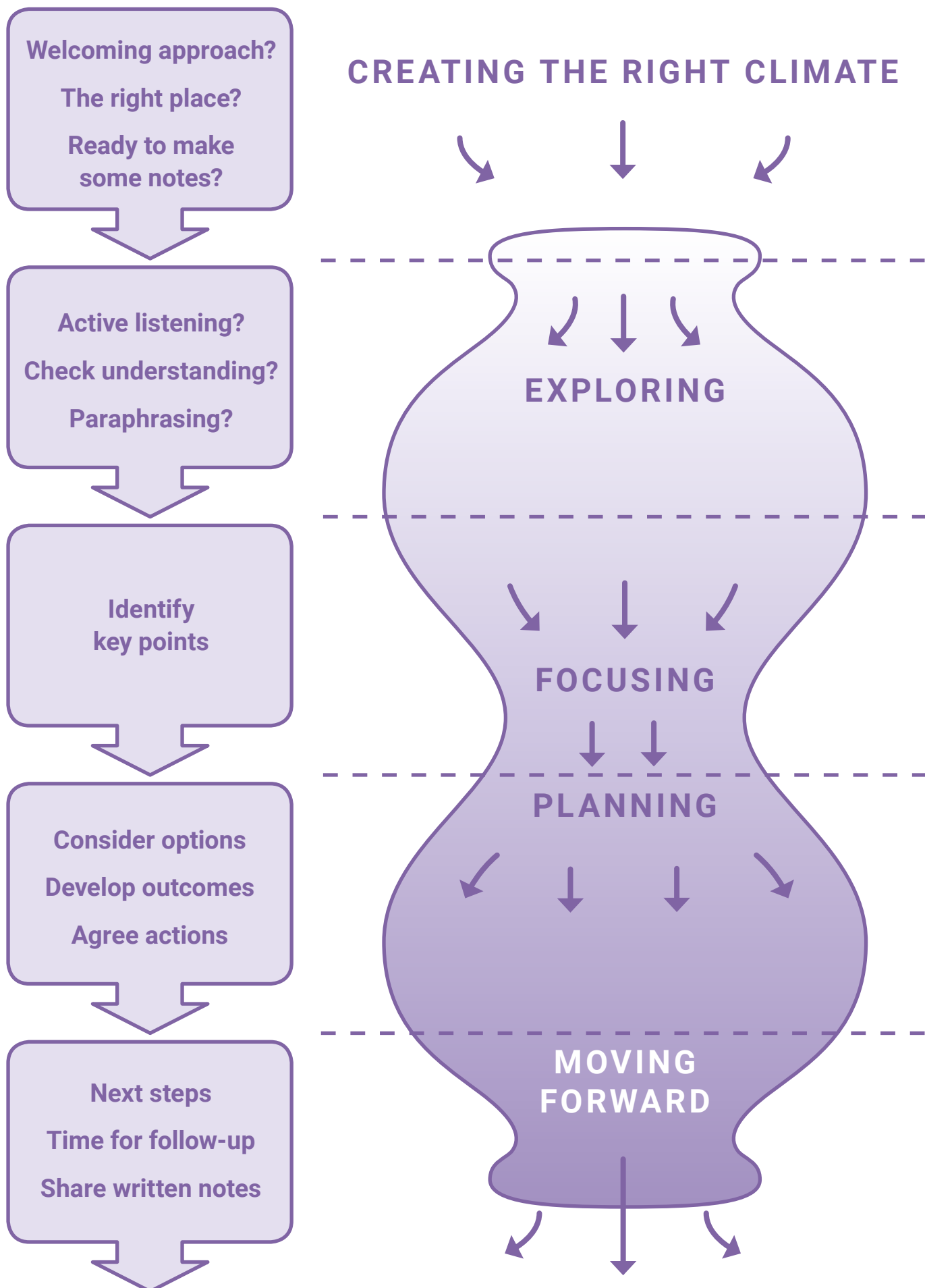


I feel a partner in my
child's planning.



Any other thoughts?

Holding constructive conversations



Capturing the conversation

Date: _____

Who with: _____



Moving forward:





Good day?



Bad day?

What will it take to have more good days and less bad days?



What's working?



What's not working?

the person

family

staff

What needs to happen next to build on what's working and change what's not working?

4 + 1 Questions

What have we tried?



What have we learned?



What are we pleased about?



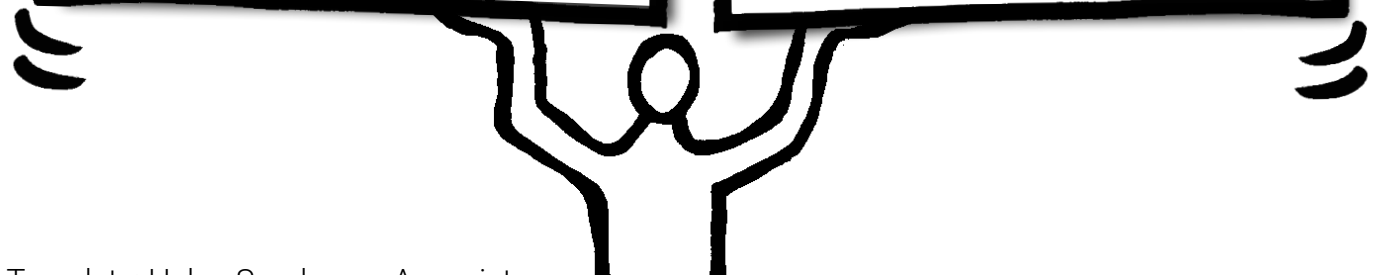
What are we concerned about?



What do we need to do next?

Important to

Important for



Template: Helen Sanderson Associates



The Hertfordshire
SEND Toolkit



The Hertfordshire SEND Toolkit



Managing resources

Hertfordshire SEND Strategy

Outcome 4

We expect all schools and settings to manage resources for SEND through a transparent approach that is fair, meets the needs of children and young people with SEND, and achieves best value for money.

Contents:

- Working with governors
- A brief guide to SEND funding



Outcome 4. Managing resources

Working with governors

What responsibilities does the governing body have for children and young people with SEND?

This section applies to governors of local-authority–maintained schools and academy trusts, although others may find the information helpful.

Governing bodies have a vital role to play in a whole-school approach to SEND. As a special educational needs governor, you can make an important contribution to the school and the support it provides for children and young people with SEND.

Ensuring the ongoing achievement and success of children and young people with SEND is a collective responsibility. The SEND Code of Practice: 0 to 25 years recommends that governing bodies appoint an individual or sub-committee with specific oversight for SEND.

The governing body has statutory responsibilities for children and young people with SEND. Put simply, the governing body must do its best to ensure the school makes the necessary provision for every child or young person with SEND. Make sure SEND is included in discussions, whether you are considering the budget, personnel, policies, achievement or curriculum.



Ref. 6.3

Outcome 4. Managing resources

REMEMBER

to include SEND in discussions when you are considering:



budget



achievement



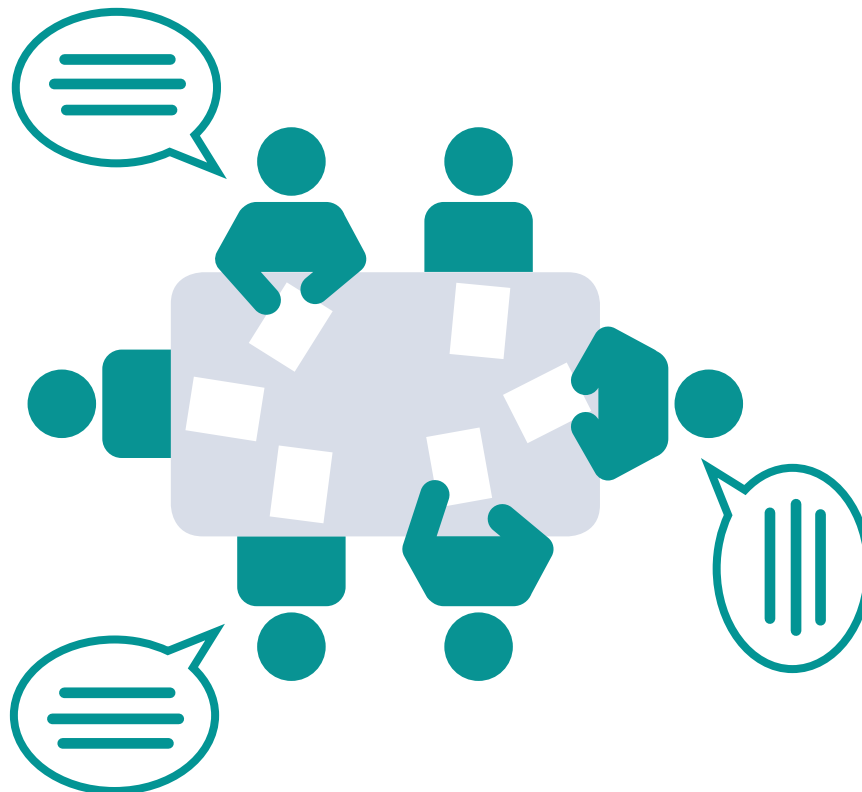
personnel



curriculum



policies



Outcome 4. Managing resources

Governors **must:**

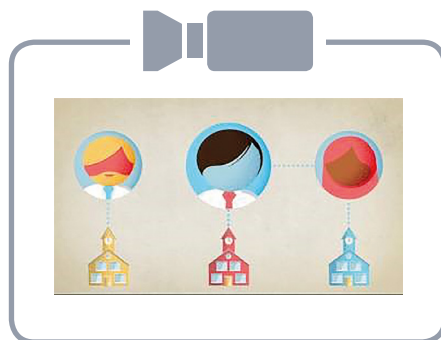
- ✓ have regard to the SEND Code of Practice: 0 to 25 years
- ✓ publish information on the school's website about the implementation of the school's policy for children and young people with SEND
- ✓ ensure there is a qualified teacher designated as SENCO
- ✓ cooperate generally with the local authority, including developing the Local Offer and when the school is named in an EHC plan
- ✓ ensure that arrangements are in place in school to support children and young people with medical conditions
- ✓ publish information about the arrangements for:
 - the admission of disabled children and young people
 - the steps taken to prevent them being treated less favourably than others
 - the facilities provided to assist access of disabled children and young people and the school's accessibility plans

Detailed information about each of these points and a printable checklist can be found in the **Principles and statutory requirements** section of the toolkit.



Outcome 4. Managing resources

It may be helpful to watch this Driver Youth Trust video. It is a brief summary of the responsibilities of a SEND governor and how to build a strong partnership with the SENCO. See **Tools and references** section for web link.



A quick guide to the SEND governor role and suggested activities to support your work with the SENCO are included in the **Tools and references** at the end of this chapter.



Making a difference:
A quick guide for special educational needs (SEND) governors

As a special educational needs (SEND) governor, you can make a crucial contribution to the school and the support it provides for children and young people with SEND.
The governing body of which you are a member has statutory responsibilities for children and young people with SEND or disabilities. This means that, wherever the governing body is making decisions, they must consider what the SEND Code of Practice 0 to 25 years says. They cannot ignore it.

Make a good start to understanding governor responsibilities by:

- Getting a copy of the SEND Code of Practice 0 to 25 years. This provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014, associated regulations, and applies to England. It relates to children and young people with SEND.
- Reading the School's guide to the SEND Code of Practice 0 to 25 years. This draws out elements of the full SEND Code of Practice 0 to 25 years that relate to schools, as well as wider aspects that all those who work with children and young people with SEND or disabilities and their families should have regard to.
- Watching The Driver Youth Trust video, what is the responsibility of the Governing Body for SEND? [Learn more](#) This gives a brief outline of what is expected of SEND governors. See tools and reference section for web link.
- Taking a training course about the role of a SEND governor.

Take the time to find out certain basic information.

You can talk to the school's special needs coordinator (SENCO) about:

- How the school identifies children with SEND.
- Make sure you understand how the school identifies children and young people with SEND (SEND Code of Practice 5.14-6.35) and what happens once a child or young person has been identified.
- Ask what action the school takes to remove barriers to learning and put effective special educational provision in place (SEND Code of Practice 6.41-6.55).
- How the school allocates its budget for SEND.
- Make sure you understand how the school decides how it spends its resources for pupils with SEND.
- Find out if the school receives additional local authority funding for some pupils.
- The school's SEND policy.
- You should know the policy and make sure it is reviewed regularly.
- Check that the SEN information report accurately reflects the policy, is published on the school's website and is reviewed at least annually.

Build relationships

- Get to know the Headteacher and the SENCO and establish a good working relationship with them.
- Keep in touch – set up a regular meeting with the SENCO to discuss current issues or complete an actions together. See the suggested activity sheet for some ideas.
- Ask questions – most SENCOs welcome a critical friend who can bring a new point of view. If you're not sure about any aspect of the school's SEND policy and provision, ask.

2020-21

Activities for SEND governor visits

It will be useful to plan a series of visits for the year, according to the time available and the priorities of the school. The visits will provide valuable opportunities to build relationships and gather knowledge. The main point of contact is likely to be the SENCO. You may find some of the activities below helpful.

Activity 1

Discussion about engagement with families of pupils with SEND

Many schools ask parents for their views on communication with the school and satisfaction with provision.

Questions to consider:

1. How do you inform parents that their child has SEND?
2. Do you make use of pupil passports, one-page profiles or other person-centred approaches?
3. How have your meetings with the parents of children and young people with SEND changed since the reforms? What is different? What impact has this had?
4. How are parents involved in any reviews? How do they share their views and experiences? How do you enable parents to have the right information to make decisions?
5. How are parents involved in the review of the SEN information report and policy?
6. Is information for parents available in a range of accessible formats?
7. What is working well?
8. Have you identified any areas for development?

Activity 2

Exploring the views, wishes and feelings of children and young people

Most schools carry out a pupil attitude survey. Some ask children and young people with SEND additional questions.

Questions to consider:

1. Do you make use of pupil passports, one-page profiles or other person-centred approaches?
2. How are pupils involved in any reviews? How do they share their views and experiences?
3. How do you enable pupils to have the right information to make decisions?
4. What are the areas of strength?
5. Are there any areas for development?

2020-21

Outcome 4. Managing resources

A brief guide to funding for special educational needs

All mainstream schools are provided with funding to support those with additional needs, including children and young people with SEND.

Schools, as part of their usual budget planning, should determine their approach to using their funding, to support the progress of children and young people with SEND. School leaders should consider their strategic approach to meeting special educational needs in the context of the total funding available, including any funding targeted at particular groups, such as the pupil premium.

Every child or young person in a school attracts an amount of money. This is known as age weighted pupil unit (AWPU). The amount varies from one authority to another and is dependent upon a locally agreed formula.

This is the main source of funding and should include the salary of the SENCO.



Outcome 4. Managing resources

What is the notional SEN budget?



Ref. 6.96

Schools have an amount identified within their overall budget, called the notional SEN budget. It is called notional because schools can choose to spend what is required to meet the needs of the pupils with SEND. The notional SEN budget is not ring-fenced.

The amount in the notional SEN budget is based on a formula, which is agreed between schools and the local authority.

The government requires that schools are given enough money through the local funding formula, so that they can meet the costs of SEN provision, from within their own budget, of up to £6,000 for each child needing additional provision. SEN provision is anything that is provided to meet the child or young person's SEND, which is additional to or different from provision made for all children and young people.

A school can use its budget in a flexible way to meet the needs of most of their children and young people with SEND.

Top-up funding for children and young people with high needs

Schools are not expected to meet the costs of more expensive support from within their core funding. The local authority must provide additional top-up funding.

If a school needs more than £6,000 to provide a child or young person's SEN provision then, depending on the needs of the child or young person, a top-up from the "high needs block" may be allocated.

Outcome 4. Managing resources

Hertfordshire's approach to top-up funding is known as high needs funding (HNF) in mainstream schools and settings. Children and young people with SEND have pathways to funding to support inclusive practice in mainstream schools, through a banding system.

Children and young people who have an Education Health and Care Plan (EHCP) will have funding attached to their plan through the banding system. Please note the banding system is not part of a needs assessment but a parallel process.

Local high needs funding (LHNF) will be available to support those children and young people who have needs that fall outside the EHCP process but who would benefit from short-term intervention. This will be managed locally by the DSPL area, through panels that will be held monthly. These panels will support local solutions and link to a graduated response.



For further information and guidance, including a recording of the training session, presentation slides and the banding tool, please use the link in the **Tools and references** section at the end of the chapter.

This system has been in place since September 2020 and will be reviewed regularly.

Outcome 4. Managing resources

Some ideas to start exploring the notional SEN budget

For many SENCOs this is straightforward and a natural part of their everyday work. For others, access to information about the budget may be limited. Where this is the case, the SENCO will need to discuss the importance of this information with their headteacher, finance manager and SEND governor. The SENCO has an important strategic role in knowing how to deploy resources effectively.



Consider the following:



Identify the notional SEN budget. This will be a useful starting point for discussion about school spending.



Work with the headteacher and governors to consider budget implications when planning, managing and reviewing SEN provision. This could include costings for:

- ✓ **staffing allocations with a SEND focus**
- ✓ **evidence-based interventions and specific approaches, to enable children and young people with SEND to make good progress**
- ✓ **training for staff**
- ✓ **equipment and other related resources provided for children and young people with SEND**

Outcome 4. Managing resources



Managing resources Tools and references

Tools:

Making a difference:

A quick guide for special educational needs (SEND) governors

Glossary: 10 essential terms you should know

Activities for SEND governor visits

Useful references:

- Driver Youth Trust video, "What is the responsibility of the governing body for SEND learners?"

https://www.youtube.com/watch?v=3581sPLe4Zw&feature=em-share_video_user

- Hertfordshire's Funding Scheme for Children with SEND in Mainstream Schools and Settings

<https://thegrid.org.uk/search/all?term=high%20needs%20funding>

- SEND Code of Practice: 0 to 25 years

[link: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Making a difference:

A quick guide for special educational needs (SEND) governors

As a special educational needs (SEND) governor, you can make a crucial contribution to the school and the support it provides for children and young people with SEND.

The governing body, of which you are a member, has statutory responsibilities for children and young people with SEND or disabilities. This means that, whenever the governing body is making decisions, they **must** consider what the SEND Code of Practice: 0 to 25 years says. They cannot ignore it.

Make a good start to understanding governor responsibilities by:

- Getting a copy of the SEND Code of Practice: 0 to 25 years. This provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014, associated regulations, and applies to England. It relates to children and young people with SEND.
 - Reading the Schools' guide to the SEND Code of Practice: 0 to 25 years. This draws out elements of the full SEND Code of Practice: 0 to 25 years that relate to schools, as well as wider aspects that all those who work with children and young people with SEND or disabilities and their families should have regard to.
 - Watching The Driver Youth Trust video, What is the responsibility of the Governing Body for SEND Learners? This gives a brief outline of what is expected of SEND governors. See tools and reference section for web link.
 - Taking a training course about the role of a SEND governor
-

Take the time to find out certain basic information.

You can talk to the school's special needs coordinator (SENCO) about:

- How the school identifies children with SEND
 - Make sure you understand how the school identifies children and young people with SEND (*Read Code of Practice 6.14–6.35*) and what happens once a child or young person has been identified.
 - Ask what action the school takes to remove barriers to learning and put effective special educational provision in place (*Read Code of Practice 6.44–6.56*).
 - How the school allocates its budget for SEND
 - Make sure you understand how the school decides how it spends its resources for pupils with SEND.
 - Find out if the school receives additional local authority funding for some pupils.
 - The school's SEND policy
 - You should know the policy and make sure it is reviewed regularly.
 - Check that the SEN information report accurately reflects the policy, is published on the school's website and is reviewed at least annually.
-

Build relationships

- Get to know the headteacher and the SENCO and establish a good working relationship with them.
- Keep in touch – set up a regular meeting with the SENCO to discuss current issues or complete an activity together. See the suggested activity sheet for some ideas.
- Ask questions – most SENCOs welcome a critical friend who can bring a new point of view. If you're not sure about any aspect of the schools SEND policy and provision, ask.

Glossary: 10 essential terms you should know

As in any specialist area, there are a number of key words and phrases you should understand.

Annual review	The review of an education, health and care plan, which the local authority must make as a minimum every 12 months
Delivering Special Provision Locally (DSPL)	Provides a range of support across Hertfordshire for children and young people with SEND
Education, health and care plan (EHC plan)	Details the education, health and social care support that is to be provided to a child or young person who has SEND. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.
Graduated approach	A model of action and intervention in schools to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.
Integrated services for learning (ISL)	A Hertfordshire team of specialists, who work with children and young people who have a range of additional and special educational needs or disabilities
Local Offer	Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care, for children and young people in their area who have SEND, including those who do not have EHC plans.
Special educational needs (SEN)	A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them
Special educational needs coordinator (SENCO)	A qualified teacher in a school who has responsibility for coordinating SEN provision
SEN support	Actions to remove barriers to learning and put effective special educational provision in place
Special educational provision	Provision that is different from or additional to that normally available to children and young people of the same age, which is designed to help children and young people with SEND to access the national curriculum

Activities for SEND governor visits

It will be useful to plan a series of visits for the year, according to the time available and the priorities of the school. The visits will provide valuable opportunities to build relationships and gather knowledge. The main point of contact is likely to be the SENCO. You may find some of the activities below helpful.

Activity 1

Discussion about engagement with families of pupils with SEND

Many schools ask parents for their views on communication with the school and satisfaction with provision.

Questions to consider:

1. How do you inform parents that their child has SEND?
2. Do you make use of pupil passports, one-page profiles or other person-centred approaches?
3. How have your meetings with the parents of children and young people with SEND changed since the reforms? What is different? What impact has this had?
4. How are parents involved in any reviews? How do they share their views and experiences? How do you enable parents to have the right information to make decisions?
5. How are parents involved in the review of the SEN information report and policy?
6. Is information for parents available in a range of accessible formats?
7. What is working well?
8. Have you identified any areas for development?

Activity 2

Exploring the views, wishes and feelings of children and young people

Most schools carry out a pupil attitude survey. Some ask children and young people with SEND additional questions.

Questions to consider:

1. Do you make use of pupil passports, one-page profiles or other person-centred approaches?
2. How are pupils involved in any reviews? How do they share their views and experiences?
3. How do you enable pupils to have the right information to make decisions?
4. What are the areas of strength?
5. Are there any areas for development?

Activity 3

Participating in the Hertfordshire SEND Benchmark & Planning Tool discussion

Activity 4

Finding out how SEND is identified and addressed

Questions to consider:

1. How many / what percentage of pupils have SEND?
2. How many / what percentage of pupils have an EHC plan or are receiving SEN support?
3. What is the most common primary type of need?
4. How does the school's data compare with county and national information?
5. What information does the school use when identifying a child has SEND?
6. Does the school's SEND policy and SEN information report accurately reflect the identification process?
7. How are parents involved?
8. Do all staff understand and engage with the identification process?

Activity 5

Exploring the school's graduated response with the SENCO

Questions to consider:

1. How are you recording the assess, plan, do and review cycle?
2. Who is involved?
3. How have you built in at least three meetings a year for review of the cycle?
These should be "longer than most parent-teacher meetings".
4. How are teachers taking greater ownership of these meetings?
5. How do you capture small steps of progress?

Activity 6

High-quality teaching: carrying out a resource audit or focused learning walk with the SENCO

Questions to consider:

1. What are the areas of strength?
2. Are there any areas for further development?

Activity 7

Checking the school's website for compliance and quality

Questions to consider:

1. Is an up-to-date accessibility plan published on the school's website?
2. Is an up-to-date SEN information report published on the school's website?
 - Is it honest and accurate?
 - Is it easy to find? How many clicks away?
 - Does it contain the SENCO's name?
 - Is it parent-friendly? Does it have a welcoming tone? How well is it promoted and shared with parents?
 - Is it in the right format, as advised by the LA?
 - Are the staff, parents and governors aware of it?
 - Is it linked to and from Hertfordshire's Local Offer?

Remember... this is part of your Ofsted shop window.

Activity 8

Discussion of outcomes for children and young people with SEND, using data that the school collects

Questions to consider:

1. Are pupils doing better in certain subjects than others, e.g. is there better progress in reading than writing? Why is this?
2. Do pupils with a particular area of need do better than others, e.g. do pupils with specific learning difficulties make better progress than pupils with general learning difficulties? Why is this?
3. Are pupils in particular year groups doing better than others? Why is this?
4. What are the positive outcomes? Are there any issues that have been identified for further action?
5. How successful is your school in meeting the needs of pupils with SEND, so that they achieve good outcomes? How do you know?
6. If outcomes are not good, is this a resourcing issue (e.g. staff numbers, competence, CPD requirements, or classroom resources and equipment)?
7. What are the barriers to further improvement and even better outcomes for children with SEND? What actions could the governors take?

Activity 9

Scrutinising the school's analysis of attendance and exclusions of children and young people with SEND

Questions to consider:

1. How does the attendance of pupils with SEND compare with the attendance of the school as a whole? If significantly lower, why is this?
2. How does the unauthorised absence rate compare with that of the school as a whole? If significantly higher, why is this?
3. How does the number of excluded pupils with SEND compare with that of all excluded pupils?
4. What is the main area of need of pupils with SEND who are excluded, e.g. specific learning difficulty, SEMH? Does this inform future provision?
5. How many pupils have a part-time timetable? Why is this?

Activity 10

Finding out how the school allocates the budget for SEND

It will be useful to look at the school's SEN provision mapping during this activity.

Questions to consider:

1. Is the notional school budget for SEND being used effectively to meet the needs of all children and young people with SEND?
2. Does the school receive Top Up (High Needs) Funding (HNF)? What difference does this make?
3. Is there a suitable range of provision to meet the needs of all pupils with SEND?
4. Is there sufficient time given to non-class-based tasks, e.g. preparation of resources, administration, review meetings, meeting/liaison time for teaching assistants?
5. How effective is support from external agencies?

Activity 11

Focused interview with a group of staff

Further questions:

1. When were SEND-related staff knowledge, confidence and skills last reviewed?
2. What were the outcomes of that review?
3. What training has been undertaken this year? What impact has it had?



The Hertfordshire
SEND Toolkit



The Hertfordshire SEND Toolkit



Working proactively and collaboratively with others

Hertfordshire SEND Strategy

Outcome 5

We expect all schools and settings to work proactively and collaboratively to improve provision

Contents:

- The principles of co-production
- Running effective meetings
- Planning effective transitions
- Making the most of the Local Offer
- Involving specialists
- Integrated services for learning (ISL)
- Delivering Special Provision Locally (DSPL)
- Virtual school for children looked-after
- Strategic leads for mental health in schools



Outcome 5. Working proactively and collaboratively with others

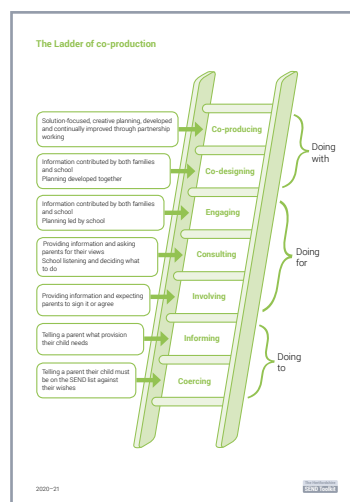
Principles of co-production

This toolkit has been produced through co-production – an equal partnership between parents, local authority officers, schools and Herts for Learning SEND advisers. This has been a challenging, inspiring, spirited and ambitious project so far. Working together has brought different ways of seeing things, and a wide range of knowledge and experiences to the design, which have helped to make the final toolkit better.

The principles of the SEND Code of Practice: 0 to 25 years encapsulate the importance of collaborative and partnership working. In great schools, co-production should be at the heart of policy and practice for children and young people with SEND.



Look at the Ladder of co-production and illustrative text alongside each rung. This is available in the **Tools and references** section at the end of this chapter. What rung best describes current practice for children, young people and families in your school? Consider an aspect where this can be strengthened, or examples of where this is working well.



Outcome 5. Working proactively and collaboratively with others

You might find it helpful to watch “The Parable of the Blobs and Squares” animation, to further your understanding of the principles behind co-production. The link to this animation can be found in the **Tools and references** section at the end of this chapter.



Outcome 5. Working proactively and collaboratively with others

Running effective meetings

When arranging meetings, it is essential that they are productive and make good use of everyone's time. The meetings should be centred around the child or young person and their family, and be solution-focused.

Meetings should be run in a way that allows for honest and open discussions, which identify the needs of the child or young person, build on their strengths, overcome barriers, and plan for the future. Remember that even meetings with one parent can need as much thought and planning as a meeting for a larger group.



Outcome 5. Working proactively and collaboratively with others

WHY

Meetings need to have a purpose, and this should be clear to all invitees when the meeting is arranged. It is important to outline what will be achieved by the end of the meeting too. This will help to keep the meeting on track.

WHO

Consider who you need to invite to the meeting and how you will know they are coming. It is also important that the child or young person's voice is heard within the meeting. You need to consider how this will be organised and whether or not the child or young person will attend all or some of the meeting.

WHAT

Ensure all those invited are clear about what will happen in the meeting, what their role will be and if any preparation is required.

WHERE

What flexibility is there around venue? Consider discussing this with the family to find out what is important to them. Ensure the venue offers privacy and dignity to the family.

WHEN

Check with the family that the timings are convenient and fit in with other arrangements.

Everyone attending the meeting should know all of the above.

Outcome 5. Working proactively and collaboratively with others



Practical arrangements to consider to ensure meetings run smoothly

- ✓ When planning the date for the meeting, ensure you give everyone reasonable notice to attend.
- ✓ Are there any access issues to be resolved, e.g. physical access to the building, or access to the discussion if the parent/carer's first language is not English?
- ✓ Is any cover required to enable relevant people to attend?
- ✓ Some lead-in time (e.g. 15 minutes) could be factored in for a meeting that involves a large number of people, when people could arrive and have refreshments. When this happens, the meeting is more likely to start on time.
- ✓ Consider who is going to make tea/coffee (and ask this person in advance).
- ✓ Parents/carers may welcome some support with preparation for some meetings.
- ✓ How is a record going to be made of what is discussed and agreed, and who is going to do this? Will this person be able to take an active part in the meeting? How will any notes be circulated afterwards and who will do this?

Outcome 5. Working proactively and collaboratively with others

It is important to make sure meetings run smoothly and are effective. A helpful guide to running effective meetings is available in the **Tools and references** section at the end of this chapter.

Tips for running effective meetings

Getting the venue right for families

- ✓ Think creatively about different venues. Is everyone happy with the choice of venue. Could any flexibility be offered regarding this?
- ✓ Is there a suitable (confidential) space/room available? Will there be any interruptions?
- ✓ Seating: is there suitable seating, ie. adult-sized chairs or at least chairs of equal size.
- ✓ Give some consideration towards where people wait. Outside the head teacher's office could bring back unpleasant memories for some. Also, waiting in a very public space is not always desirable.
- ✓ Consider if there is adequate parking.

Tips for creating a welcoming and positive environment

- ✓ Meet and greet the child, young person and their family.
- ✓ Let families come into the room first and choose where they would like to sit. If possible, avoid asking them to walk into a room with several people already seated.
- ✓ It may be helpful to allow a few minutes of friendly chat, as long as this includes the family too.
- ✓ Be aware of the other pressures that people may be experiencing at the current time – particularly the family, who may be feeling emotionally vulnerable. Put yourselves in their shoes: what would make them feel more comfortable?
- ✓ When doing introductions, start with the family and the child or young person if they are attending.
- ✓ Consider circulating a piece of paper for everyone to write their name and contact details.
- ✓ Spend some time talking about the structure of the meeting.
- ✓ It is respectful to all if the meeting starts and finishes on time.
- ✓ Refreshments make people feel valued and respected, but don't let them dominate.
- ✓ Be honest about practical issues and check with the family that they are happy (for example, if you know that at one point you are likely to be interrupted, or if someone can only attend for part of the meeting).
- ✓ Consider suggesting a break if it is a long meeting, and make sure that families know that they can request a short break if that would be helpful.
- ✓ To encourage people to participate, refer to people by their name, ask open-ended questions.

2020-21



Outcome 5. Working proactively and collaboratively with others

Planning effective transitions

How should I support children and young people to cope with change?

Transition is not just about major changes that occur throughout life. Many transitions occur in schools and settings during a typical day or week or term, including:

- ✓ **changing from one activity to another**
- ✓ **moving from one room to another**
- ✓ **moving from break time back to lesson time**
- ✓ **changing from one year group to another**

However, the transition between phases of education – notably Early Years to primary, primary to secondary, secondary to post-16 provision, and even on to higher education – is a particularly high risk point for vulnerable learners.

This section offers guidance and further reading suggestions for when children and young people with SEND move between settings or schools, or on to other providers.

Outcome 5. Working proactively and collaboratively with others

Working together

Essential to the success of transition planning is working closely with the child or young person and their family. This will ensure that any information to be shared, and support to be put in place, are agreed together. The plan may also offer additional opportunities for reassurance and practice at home.

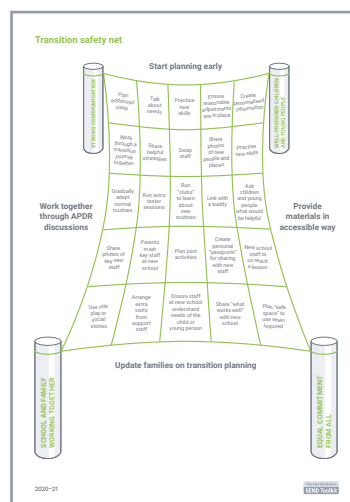
Involving the child or young person in the planning and preparation for transition helps them to identify small achievable steps along the transition journey. Using the discussions within the assess, plan, do and review cycle offers opportunities for them to share any concerns and to explore ideas for overcoming these.



Well-prepared children and young people

Transitions must be thoughtfully planned so the child or young person has time to prepare for the changes. It is important to offer a range of practical strategies and support in order to establish which of these would work well for the child or young person.

It may be helpful to share the ideas within the Transition safety net tool available in the **Tools and references** section at the end of this chapter.



Outcome 5. Working proactively and collaboratively with others

Strong communication

Feeder schools and settings have an important role in sharing the right information at the right time. This will ensure that the staff in the receiving school understand the needs of the child or young person, and will have plenty of time to plan how they will meet those needs, through the reasonable adjustments and practical strategies that work well for them.

Some schools or settings share person-centred information such as pupil passports or one-page profiles. It may be helpful to explore and use the person-centred format of the new school so it will be in place and understood by staff within the receiving school.

REMEMBER

Check with the child or young person and their family before sharing information with the receiving school or other provider.



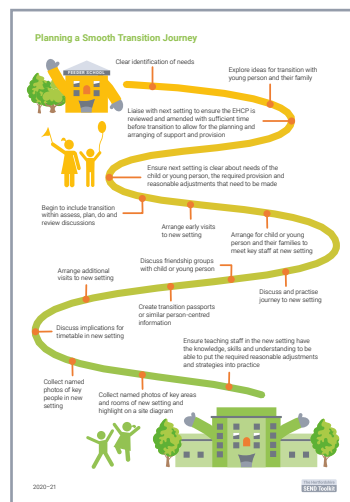
Equal commitment from both feeder and receiving schools/settings, as well as from other providers

A smooth transition will benefit not only the child or young person with SEND, but also their peers, teachers and families too.

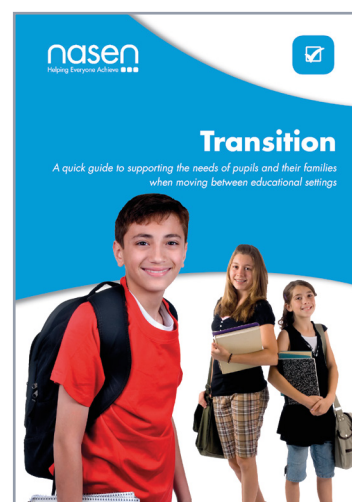
Effective partnership working between the feeder and receiving schools/settings will lead to the best transitions. However hard one school strives to get a plan in place, the outcome will be determined by the cohesion of the two schools or settings working together.

Outcome 5. Working proactively and collaboratively with others

The **transition journey** below shows the ideal partnership between feeder and receiving schools or settings, and is available in the **Tools and references** section at the end of this chapter.



For further information on transitions, including the smaller but equally important changes that occur every day in schools and settings, follow the links to helpful resources from NASEN and the Autism Education Trust in the **Tools and references** section at the end of this chapter.



Outcome 5. Working proactively and collaboratively with others

Moving from Early Years settings into primary school

The vast majority of children look forward to moving on in learning and in life, but for some children, transitions can be challenging. When transitions work well, children move between settings acquiring skills and the confidence to manage future changes in their lives. Positive conversations between settings, families and schools can help transitions to be more successful. Some children and young people with SEND may need particular help, including from other professionals, to ensure that their transition is as smooth as possible.



Hertfordshire's Early Years transition project is designed to enable early identification and support for all children, particularly those with potential barriers to learning.

The materials and resources within the Early Years transition project will be helpful for settings and their families with the transition process, from pre-school into the nursery or reception class.



To access the Early Years transition project, please see the link in the **Tools and references** section at the end of this chapter.

Outcome 5. Working proactively and collaboratively with others

Transition between schools

Moving on from one school to another can be stressful for any child or young person. However, this time can be even more challenging for those with SEND. During this period in their lives, the SEND Code of Practice: 0 to 25 years makes it clear that SEN support should include additional planning and preparation for changes ahead. A smooth transition can make a major difference to a pupil's future success.



Ref. 6.57



Outcome 5. Working proactively and collaboratively with others

Transition from school to post-16 provision

In Year 11, schools should work alongside the young person and their family to firm-up plans for their post-16 options and familiarise them with their expected new setting. It is also helpful to discuss what to do if the plans change.



Ref. 8.22

To prepare the young person for a change in educational setting, schools should work with the young person and their family, and the further education college or other post-16 provider, to ensure that their chosen setting has a good understanding of what the young person's aspirations are and how they would like to be supported.

You may find the links provided within the Hertfordshire Quality SEND Offer for post-16 providers a useful starting point. This is available within the **Improving outcomes** chapter.

**Hertfordshire
Quality SEND Offer for post-16 providers**

Hertfordshire expects all post-16 providers, who deliver programmes to young people with SEND, to work within the guidance described in this Quality SEND Offer.

<p>The SEND code of practice: 0 to 25 years says post-16 settings' must:</p> <ul style="list-style-type: none"> • have regard to the SEND code of practice 0-25 years (7.3) • cooperate with the local authority on arrangements for young people with SEN (7.3.8-24) • send a young person if the individual is referred to an Education, Health and Care (EHC) plan (7.3) • fulfil their duties under the Equality Act 2010 (Chapter 7), including making reasonable adjustments and providing auxiliary aids and services to ensure that disabled young people are not at substantial disadvantage compared with their peers (7.2) • use their best endeavours to ensure the special educational provision that the young person needs¹ (7.3.6-50) • ensure all young people up to and including age 18 and, for 19 to 25 year-olds with EHC plans, are provided with independent careers guidance² (7.3.6.27) • ensure a named person with oversight of SEN informs young people with autism of their right to a community care assessment and that parents (if a child is aged 16 or over) are consulted (8.6) • have regard to the Mental Capacity Act 2005 (8.1) 	<p>Outcome 1: We expect all post-16 providers to provide high-quality provision that meets the needs of young people with SEND through:</p> <ul style="list-style-type: none"> • designing high-quality social programmes that provide stretch and progression (8.20) • delivering inclusive, high-quality teaching which is differentiated for individuals and embedded in all subject areas and all levels (7.2) • using interventions to support (8.21) and help for those who need to develop skills which will prepare them for work (8.37) • using interventions that are differentiated and proportionate to the likely level of SEND (7.10) • identifying needs and providing support for young people who may have fallen behind at school (7.12) • regularly reviewing the needs of young people with SEND, using a cyclical approach to assessing need, planning and providing support, and reviewing that support so it can be adjusted where necessary (7.14) • ensuring all the barriers to learning that they reasonably can by keeping the reasonable adjustments they make under review (7.21)
<p>Outcome 2: We expect all post-16 providers to improve short-term and long-term outcomes for young people with SEND through:</p> <ul style="list-style-type: none"> • being proactive to young people with SEN whatever their needs and whatever their level of study (7.5) • being aware of effective, evidence-based practice in the sector and elsewhere (7.14) • raising the career aspirations of young people with SEND and broadening their employment horizons (8.28) • ensuring SEND support is provided by appropriately qualified staff with relevant skills and knowledge (7.16) • ensuring a named person with oversight of SEN provides stretch and progression and enables them to achieve their best possible outcomes in adult life (8.6) • promoting independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participation in the community (7.32-35) • ensuring teaching staff work with specialist support to identify where a young person may be having difficulty which may be because of specific educational needs (7.11) • ensuring curriculum and support staff know who to go to if they need expert advice (7.22) • supporting young people on for on-programme and post-programme destinations in adult life (7.5) 	<p>Outcome 3: We expect all post-16 providers to communicate sensitively, appropriately and effectively with parents and young people with SEND, engendering trust, confidence, respect and constructive partnership working through:</p> <ul style="list-style-type: none"> • making sure young people with SEND know who to go to for support (7.21) • putting in young people an opportunity before or at entry and at subsequent points, to decide whether they have a learning need, a disability or a medical condition which will affect their learning (7.10) • being open to young people's views on their own needs and be open to their views on discussions about their attendance, skills and the support they think will help them best (7.3.8-13) • continuing to involve family members in discussions about their young person's studies where a young person is under the age of 18 or where there are concerns about attendance, behaviour or welfare (8.17) • keeping a young person's profile and record of support up to date to inform regular discussions with them and, where the young person is happy for them to do so, with their family, about their expected outcomes, progress and planned next steps (8.13)
<p>Outcome 4: We expect all post-16 providers to manage resources for SEND through a transparent approach that is fair, meets the needs of young people with SEND and achieves best value for money through:</p> <ul style="list-style-type: none"> • ensuring there is a named person with oversight of SEN provision to ensure coordination of support (7.22) • establishing a clear picture of the resources available and determining their approach to using their resources to support the programme of provision with SEND (7.36) • providing additional high-quality staff support only if available resources (7.28) • producing a clear description of the special educational provision they normally provide for young people with SEND (7.1) <p><small>The governing body ensuring there is appropriate expertise within the workforce and that curriculum staff are able to develop their skills, are aware of effective practice and keep their knowledge up to date (7.22)</small></p>	<p>Outcome 5: We expect all post-16 providers to work proactively and collaboratively to improve provision through:</p> <ul style="list-style-type: none"> • effective transition planning with schools including familiarisation visits (7.10.8-21) • ensuring they have access to relevant specialist services and expertise (7.23) • supporting young people to make a good transition to adult health and, where eligible, social care services (8.42.9) • ensuring young people with SEND have the information they need to make the transition to the support college (8.7.2) • facilitating on-going provision for young people whose specific circumstances require additional considerations such as linked after young people, care leavers and those with SEND and social care needs (Chapter 10) and sharing information, as quickly as possible when requested by Youth Offending Teams (10.17)

¹ Post-16 settings include sixth form colleges, general further education (FE) colleges, 16-19 academies, specialist art and design and lead-based colleges and independent specialist colleges approved under Section 41 of the Children and Families Act 2014.
² School sixth form provision is included in the Quality SEND Offer for schools.
³ This also applies to further education (FE) colleges, sixth form colleges and 16-19 academies.
⁴ In relation to young people aged 18 and under who have been remanded or sentenced by the Courts to relevant youth accommodation in England.

Herts for Learning

Herts Partnership

DSPL
Delivering Social
Provision Locally
Achieving quality, reducing costs

SEND
0-25 years

Hertfordshire

Transition from post-16 provision to higher education

Schools should ensure that any young person with a learning difficulty, health problem or disability is well prepared for university application and admission.

Schools should signpost the young person and family to the university disability advisory service, which will be open during the university

Outcome 5. Working proactively and collaboratively with others

open days. The advisers will be able to answer many questions about meeting the needs of the young person and explore possible reasonable adjustments that could be made for the young person on admission.

In addition, when young people are applying for student finances, schools should signpost them to the information available about Disabled Students' Allowances (DSAs). How much a young person would receive depends on their individual needs, not on their household income, and is available for both full-time and part-time courses.



The link for further information on Disabled Students' Allowances is available in the **Tools and references** section at the end of this chapter.

Student Finance England has produced two short videos, "What are Disabled Students' Allowances?" and "Applying for Disabled Students' Allowances", which young people and their families may find helpful.



The link for these is available in the **Tools and references** section at the end of this chapter.

Outcome 5. Working proactively and collaboratively with others

Hertfordshire's SEND Local Offer website

The Local Offer lets families and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.



It's for:

- ✓ **children and young people up to the age of 25 with SEND**
- ✓ **parents, carers and other family members**
- ✓ **professionals and organisations working with those with SEND**



How do I find Hertfordshire's Local Offer?

You can find Hertfordshire's Local Offer online. Please find the link in the **Tools and references** section.



If you need help getting online, visit your local family centre or library. They'll help you search the Local Offer for information. You can also call the Hertfordshire Children's Services customer service centre on 0300 123 4043.

Outcome 5. Working proactively and collaboratively with others

When should schools involve specialists?

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions.

A school should consider involving a specialist where a child or young person continues to:

- **make little or no progress**
- **work at levels substantially below those expected of pupils of a similar age, despite evidence-based SEN support delivered by appropriately trained staff**

The child or young person's parents should always be part of any decision to involve specialists.

Where assessment information indicates that support from other services would be helpful, it is important that children and young people receive it as quickly as possible.

The SENCO and class teacher – together with the specialists, and involving the child or young person's parents – should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions, in order to support the child or young person's progress.

The school should record any involvement from specialists, including the outcomes to be achieved and the date by which progress will be reviewed. These should be shared with the parents and teaching staff supporting the child or young person.



Ref. 6.58



Outcome 5. Working proactively and collaboratively with others



Integrated Services for Learning is a multi-professional service, working in four integrated area teams across Hertfordshire, helping schools, settings and families to improve outcomes for children and young people with SEND.

This includes direct intervention with individuals as well as the provision of advice and support. Services include:

Educational psychologists: work directly with schools and settings to help meet the needs of children and young people aged 0–25. They help others to understand how people think, learn, feel, behave and develop. Most activities involve working with school staff and professionals, using an approach of psychological consultation. This ensures that staff are confident and able to manage issues surrounding learning, emotional wellbeing and resilience.

All schools have an educational psychologist they can contact. They can give advice relating to whole-school issues; for example, supporting positive behaviour in the playground or helping schools to communicate SEND-related issues effectively with parents.

They:

- provide training to staff, giving them the confidence and knowledge of research-based interventions to support children and young people with SEND effectively
- work together with schools in order to plan how to support a child or young person's needs when current interventions aren't working
- give advice towards education, health and care needs (EHCN) assessments

Outcome 5. Working proactively and collaboratively with others

- work closely with schools to support with critical incidents, such as critical injury or death of a child or young person or member of staff
- work to improve whole-school systems and approaches to helping children and young people with SEND, building the confidence and skills of staff

A solution-focused discussion, either on the telephone or face to face, can be requested at any time by school staff getting in touch with their contact educational psychologist directly. A way forward is often arrived at through such discussions.

The Educational Psychology Service will consider requests for support from schools. Parental consent is required for any request for involvement regarding an individual pupil. The school will need to show what they have already tried to meet the needs of the child or young person (assess, plan, do, review cycle).

Contactline is a “quick query” telephone service for families that is provided by the Educational Psychology Service. For further details, please see the link in the **Tools and references** section at the end of this chapter.



The ISL Service Request Form (SR) should be completed. Links to the form are available in the **Tools and references** section at the end of this chapter.



Attendance: Local authority attendance officers (LAAO) work directly with children and young people, their families and schools, assessing difficulties and helping to develop practices and strategies to improve pupils’ participation in education. Their central team carries out statutory functions in relation to children of compulsory school age, including children missing education and elective home education, as well as advising on school-age employment matters and issuing performance licences.

Outcome 5. Working proactively and collaboratively with others

Education Support Team for medical absence: The team supports children and young people who are unable to attend school temporarily because of medical reasons.

Access to Education for Refugees and Travellers: The team supports families to access appropriate education for their children.

Inclusion Team: has two primary responsibilities.

Firstly, under the Fair Access Protocol (The School Admissions Code 2014) the team is responsible for children who are likely to place a significantly higher demand on the resources of a school and who are likely to present challenging behaviour. This may include:

- Children attending Pupil Referral Units (referred to in Hertfordshire as Education Support Centres) who need to be reintegrated back into mainstream education
- Children withdrawn from schools by their families following fixed period exclusions and unable to find another place
- Children returning from the criminal justice system
- Children who are at serious but not imminent risk of permanent exclusion

When a child is at risk of permanent exclusion or has been permanently excluded, the team supports all parties to know what options are available to them, will negotiate and ensure next steps in the child's education and will act as the local authority representative at Governors Disciplinary Committee meetings and Independent Review Panels.

The team also has responsibility for negotiating managed moves under the Fair Access Protocol and collaborate with ISL partners and external professionals to ensure the appropriate support is in place to enable success. As part of this the team operations Inclusion Panels which bring together several professionals to find solutions for children and young people's education.

Outcome 5. Working proactively and collaboratively with others

Hertfordshire Steps: This is managed by the Inclusion Team and is the local authority's preferred approach to supporting positive behaviour. It is well established in many of the county's education settings and services. The Steps approach, which has been agreed through the SEND Executive, forms part of the authority's behaviour strategy and Hertfordshire's Local Offer.

SEND SAS: provides specialist advice, guidance, modelling of strategies and interventions. It also provides a range of training to ensure children and young people have access to learning within their school/setting.

- **Early Years SEND:** This team works with children aged 0–5 with a range of developmental difficulties and complex needs, following a multi-professional approach with families at the centre.
- **Communication and autism:** provides specialist advice and intervention for children and young people with autistic spectrum conditions and/or speech, language and communication difficulties.
- **Physical and sensory impairment:** provides specialist advice and support for individual children with visual or hearing impairments or both, or physical disabilities.

The link to Integrated Services for Learning can be found in the **Tools and references** section at the end of this chapter.

Outcome 5. Working proactively and collaboratively with others

DSPL | Delivering Special
Provision Locally

Achieving quality outcomes

Delivering Special Provision Locally (DSPL) is a Hertfordshire-wide partnership approach, which responds to local need. It provides a range of support across the county for children and young people with SEND.

The nine DSPL areas support schools to:

- ✓ **meet the needs of children and young people with SEND as close to home as possible**
- ✓ **improve outcomes for wellbeing and attainment**
- ✓ **widen choice for children, young people and families**
- ✓ **remove barriers to learning**
- ✓ **use resources effectively**

Each area works with:

- ✓ **parents and carers**
- ✓ **schools**
- ✓ **representatives from other agencies**



Further information and contact details for each DSPL area group can be found on the Local Offer. The link is available in the **Tools and references** section at the end of this chapter.



Outcome 5. Working proactively and collaboratively with others

The SEND Code of Practice: 0 to 25 years highlights particular groups of children and young people whose specific circumstances require additional consideration by those who work with them and support their special educational needs.



Ref. 10.1

Evidence shows that looked-after and previously looked-after children and young people are more likely to have some form of special educational needs than their peers, and it is likely that a significant proportion of them will have an education, health and care (EHC) plan. In addition, they may have suffered disrupted learning and may have missed extended periods of school. The gaps in their learning, and in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress.



**What is a
virtual school?**

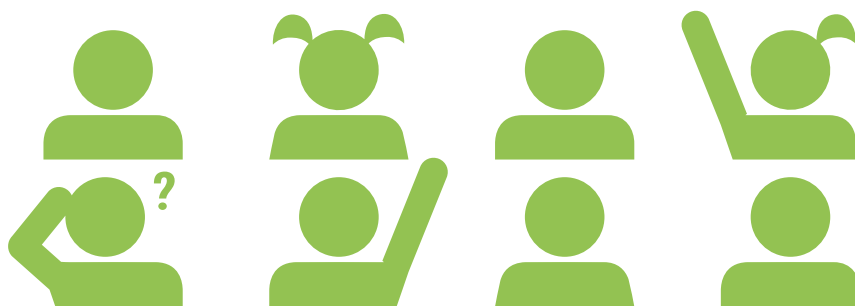
The Hertfordshire Virtual School is not a teaching institution but a way of bringing together the information about children and young people who are looked after as if they were in a single school, so that their progress can be tracked and intervention can be targeted in a strategic way. It also offers advice and information to schools about children previously looked-after.

Outcome 5. Working proactively and collaboratively with others

The “Virtual School”:

- ✓ champions the needs of children and young people looked after by Hertfordshire and educated inside the county or in other local authorities
- ✓ ensures that looked-after children and young people have the best possible education and every chance to realise potential
- ✓ offers personalised support plans and interventions to raise attainment and aspirations for the future
- ✓ robustly tracks cohort trends and targets resources effectively to promote achievement
- ✓ focuses on the “narrowing the gap” agenda

A link to the Hertfordshire Virtual School can be found in the **Tools and references** section at the end of this chapter.



Outcome 5. Working proactively and collaboratively with others



Schools will want to ensure they have robust systems that focus on whether:

- ✓ any looked-after and previously looked-after children and young people have SEND, and whether those needs are being identified and met
- ✓ any looked-after and previously looked-after children and young people have mental health needs, and whether those needs are being identified and met
- ✓ their behaviour management policy is sufficiently flexible to respond to looked-after and previously looked-after children and young people's challenging behaviour in the most effective way
- ✓ the teaching and learning needs of looked-after and previously looked-after children and young people are reflected in school policies, in particular in relation to interventions and use of resources such as the pupil premium plus, and
- ✓ details are included in their SEN information report of the arrangements they make for supporting children and young people who are looked-after by the local authority and have SEND



Ref. 6.80

Outcome 5. Working proactively and collaboratively with others

How should the SENCO and designated teacher work together to support looked-after children and young people with SEND?

All maintained schools and academies and free schools must appoint a designated teacher for looked-after children and young people. Where that role is carried out by a person other than the SENCO, designated teachers should work closely with the SENCO to ensure that the implications of a child or young person being both looked after and having SEND are fully understood by relevant school staff.



Ref. 6.90 and 10.3



Outcome 5. Working proactively and collaboratively with others

Designated teachers should:

- ✓ have a working knowledge of the SEND Code of Practice: 0 to 25 years, as it relates to looked-after children and young people
- ✓ work closely with the looked-after child or young person's social worker (in close consultation with the virtual school) as they will ultimately make any educational decision on the child's behalf.
- ✓ develop strong partnerships with the looked-after child or young person's carer, as they have the day-to-day responsibility for taking decisions
- ✓ have the skills to identify signs of potential special educational needs, and know how to access further assessment and support where necessary, making full use of the SENCO and other local authority services where applicable
- ✓ work with other professionals, to consider how written plans add to information about how education, health and care needs will be met, without duplicating information already in a child or young person's care plan or PEP
- ✓ when necessary, ensure a child or young person's personal education plan (PEP) works in harmony with their EHC plan to, coherently and comprehensively, set out how their needs are being met
- ✓ when necessary, arrange the annual review meeting, if possible and appropriate, to coincide with one of the reviews in the care plan (This could be done as part of the review of a child or young person's PEP, which feeds into the review of the wider care plan)



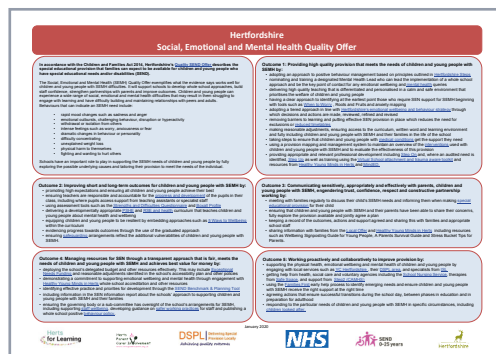
Ref. 10.9
and 10.11

Outcome 5. Working proactively and collaboratively with others

Looked-after and previously looked-after children and young people are more likely to experience the challenge of social, emotional and mental health issues.

Designated teachers have an important role in ensuring they work closely with other school staff, such as the SENCO and mental health lead, to identify potential issues and understand where the school can draw on specialist services, such as the virtual school, CAMHS and educational psychology services.

The Hertfordshire Social, Emotional and Mental Health Quality Offer found in the **Improving outcomes** chapter or on the Hertfordshire Local Offer will signpost these resources.

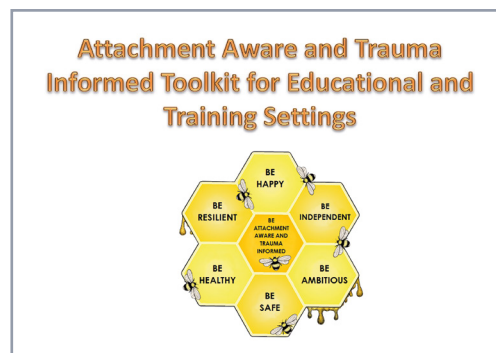


In addition, using the Iceberg Analysis tool in the **Providing high-quality provision** chapter will reduce the danger in only seeing the manifestation of behaviour rather than exploring possible underlying causes.

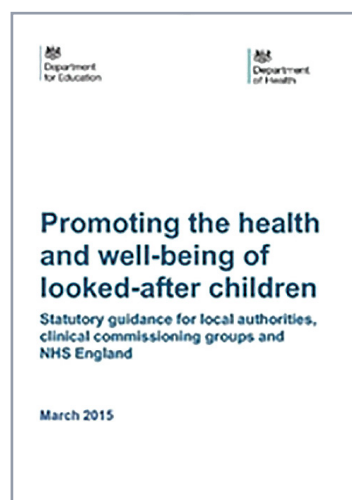


Outcome 5. Working proactively and collaboratively with others

Effective schools are attachment-aware and trauma-informed, understanding the impact of attachment disorders on a child or young person's emotional development and learning. A toolkit, designed to enable schools to adopt a whole-school approach to identifying and supporting pupils with attachment difficulties, is available on the virtual-school website .



Designated teachers and SENCOs may find it helpful to refer to the following documents with respect to supporting looked-after and previously looked-after children and young people. The links to these can be found in the **Tools and references** section at the end of this chapter.



Outcome 5. Working proactively and collaboratively with others



Strategic Leads for Mental Health in Schools

The Strategic Leads for Mental Health in Schools, employed by NHS Herts Valleys Clinical Commissioning Group and East and North Hertfordshire Clinical Commissioning Group, provide schools with a range of training opportunities and quality-assured information to support children and young people's emotional wellbeing and mental health.

In addition, the strategic leads have provided NHS/clinical input to Hertfordshire's SEMH Quality Offer, and the local authority's Emotional Wellbeing and Behaviour Strategy 2020–23, ensuring an integrated approach and informing principles of a consistent, graduated response countywide.

To find out more about the approach, please read the relevant part of the **Improving outcomes** chapter.



Outcome 5. Working proactively and collaboratively with others

Mental health lead role

In keeping with national guidance, all Hertfordshire schools are encouraged to have a dedicated mental health lead and deputy lead, putting schools at the centre of supporting emotional wellbeing and mental health.

Resources available to support the role include a:

- ✓ funded one-day Level 2 Mental Health Leads training course
- ✓ co-produced mental health lead role description
- ✓ Mental health leads anxiety and self-harm toolkit, including lesson plans, quality-assured resources and training slides, to raise mental health awareness amongst all staff
- ✓ quality-assured information relevant to all mental health leads and deputies available on the Healthy Young Minds in Herts website, which also contains information for families, young people and professionals



For further information, please read the DfE guidance on mental health and visit the Healthy Young Minds in Herts website. (Please note: access to the Healthy Young Minds in Herts schools' section requires a log-in. Details on how to acquire this are available on the website.)



Links to these resources can be found in the **Tools and references** section at the end of this chapter.



Outcome 5. Working proactively and collaboratively with others

Whole-school approach to emotional wellbeing and mental health

The strategic leads have also developed in partnership with key partners a Hertfordshire funded whole-school approach self-review and kite mark and they work closely with schools to support them in working through the accreditation process.

Whole-school approaches



Based on: Promoting children and young people's emotional health and wellbeing. A whole school and college approach, Public Health England, 2015.

This is an open-ended process with further support available via webinars and workshops introducing the process, providing key resources and offering networking opportunities with peers countywide to facilitate sharing good practice.

To find out more about the Kite Mark framework please use the link in the **Tools and references** section at the end of this chapter.

The strategic leads can be contacted directly:

Breda O'Neill East and North Herts CCG, breda.o'neill@nhs.net

Yael Leinman Herts Valleys CCG, y.leinman@nhs.net

Outcome 5. Working proactively and collaboratively with others



Working proactively and collaboratively with others Tools and references

Tools:

- Ladder of co-production
- Tips for running effective meetings
- Transition safety net
- Transition journey

Useful references:

- Contactline
<https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/educational-psychologists.aspx>
- Delivering Special Provision Locally (DSPL)
<https://www.hertfordshire.gov.uk/microsites/local-offer/education/dspl/delivering-special-provision-locally.aspx>
- “Mental health and behaviour in schools”, DfE November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Healthy Young Minds in Herts
<https://www.healthyyoungmindsinherts.org.uk/schools/schools-mental-health-training>
- Hertfordshire Local Offer
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Outcome 5. Working proactively and collaboratively with others



Working proactively and collaboratively with others Tools and references

- Integrated Services for Learning (ISL)
<https://www.hertfordshire.gov.uk/microsites/local-offer/services/integrated-services-for-learning.aspx>
- ISL Service Request Form (SR)
<https://thegrid.org.uk/send-and-additional-needs/integrated-services-for-learning-overview/isl-service-request>
- Healthy Young Minds in Herts Kite Mark Framework
<https://www.healthyyoungmindsinherts.org.uk/publications/2020/feb/hertfordshire-schools-self-review-whole-school-and-college-approach-emotional>
- The Parable of the Blobs and Squares animation
<https://www.youtube.com/watch?v=eJDO1rcJbBw>
- SEND Code of Practice: 0 to 25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Supporting Learners with autism during transition
https://www.autismeducationtrust.org.uk/wp-content/uploads/2021/03/AET_Supporting-learners-with-autism-during-transition.pdf
- NASEN Transition Miniguide
<https://nasen.org.uk/resources/transition>
- Early Years transition project: "Supporting smooth transitions"
<https://www.hertsforlearning.co.uk/leadership-and-management/early-years-improvement-services/transition-project>

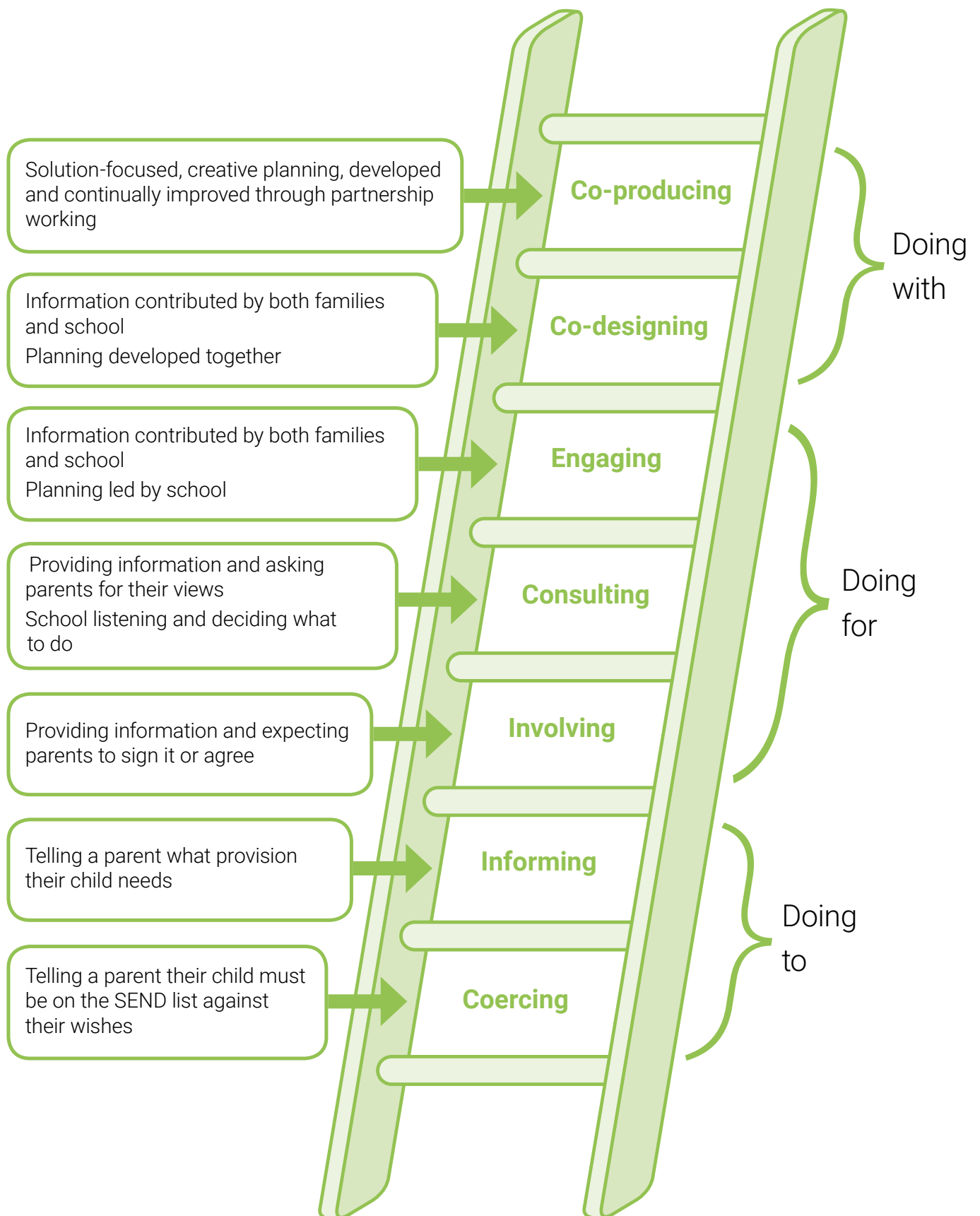
Outcome 5. Working proactively and collaboratively with others



Working proactively and collaboratively with others Tools and references

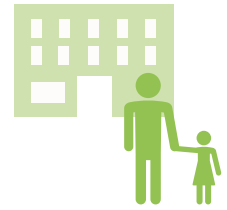
- Disabled Students' Allowances (DSAs) website
<https://www.gov.uk/disabled-students-allowances-dsas>
- Student Finance England videos – “What are Disabled Students' Allowances?” and “Applying for Disabled Students' Allowances”
<https://www.ucas.com/finance/additional-funding/disabled-students-allowances-dsas>
- “Promoting the health and wellbeing of looked-after children”, DfE, March 2015
<https://www.gov.uk/government/publications/promoting-the-health-and-wellbeing-of-looked-after-children--2>
- “The designated teacher for looked-after and previously looked-after children”, DfE 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf
- Hertfordshire Virtual School website
www.hertfordshire.gov.uk/virtualschool

The Ladder of co-production



Tips for running effective meetings

Getting the venue right for families



- ✓ Think creatively about different venues. Is everyone happy with the choice of venue. Could any flexibility be offered regarding this?
- ✓ Is there a suitable (confidential) space/room available? Will there be any interruptions?
- ✓ Seating: is there suitable seating, i.e. adult-sized chairs or at least chairs of equal sizes.
- ✓ Give some consideration towards where people wait. Outside the head teacher's office could bring back unpleasant memories for some. Also, waiting in a very public space is not always desirable.
- ✓ Consider if there is adequate parking.

Tips for creating a welcoming and positive environment



- ✓ Meet and greet the child, young person and their family.
- ✓ Let families come into the room first and choose where they would like to sit. If possible, avoid asking them to walk into a room with several people already seated.
- ✓ It may be helpful to allow a few minutes of friendly chat, as long as this includes the family too.
- ✓ Be aware of the other pressures that people may be experiencing at the current time – particularly the family, who may be feeling emotionally vulnerable. Put yourselves in their shoes: what would make them feel more comfortable?
- ✓ When doing introductions, start with the family and the child or young person if they are attending.
- ✓ Consider circulating a piece of paper for everyone to write their name and contact details.
- ✓ Spend some time talking about the structure of the meeting.
- ✓ It is respectful to all if the meeting starts and finishes on time.
- ✓ Refreshments make people feel valued and respected, but don't let them dominate.
- ✓ Be honest about practical issues and check with the family that they are happy (for example, if you know that at one point you are likely to be interrupted, or if someone can only attend for part of the meeting).
- ✓ Consider suggesting a break if it is a long meeting, and make sure that families know that they can request a short break if that would be helpful.
- ✓ To encourage people to participate, refer to people by their name, ask open-ended questions.

Tips for creating a welcoming and positive environment (continued)

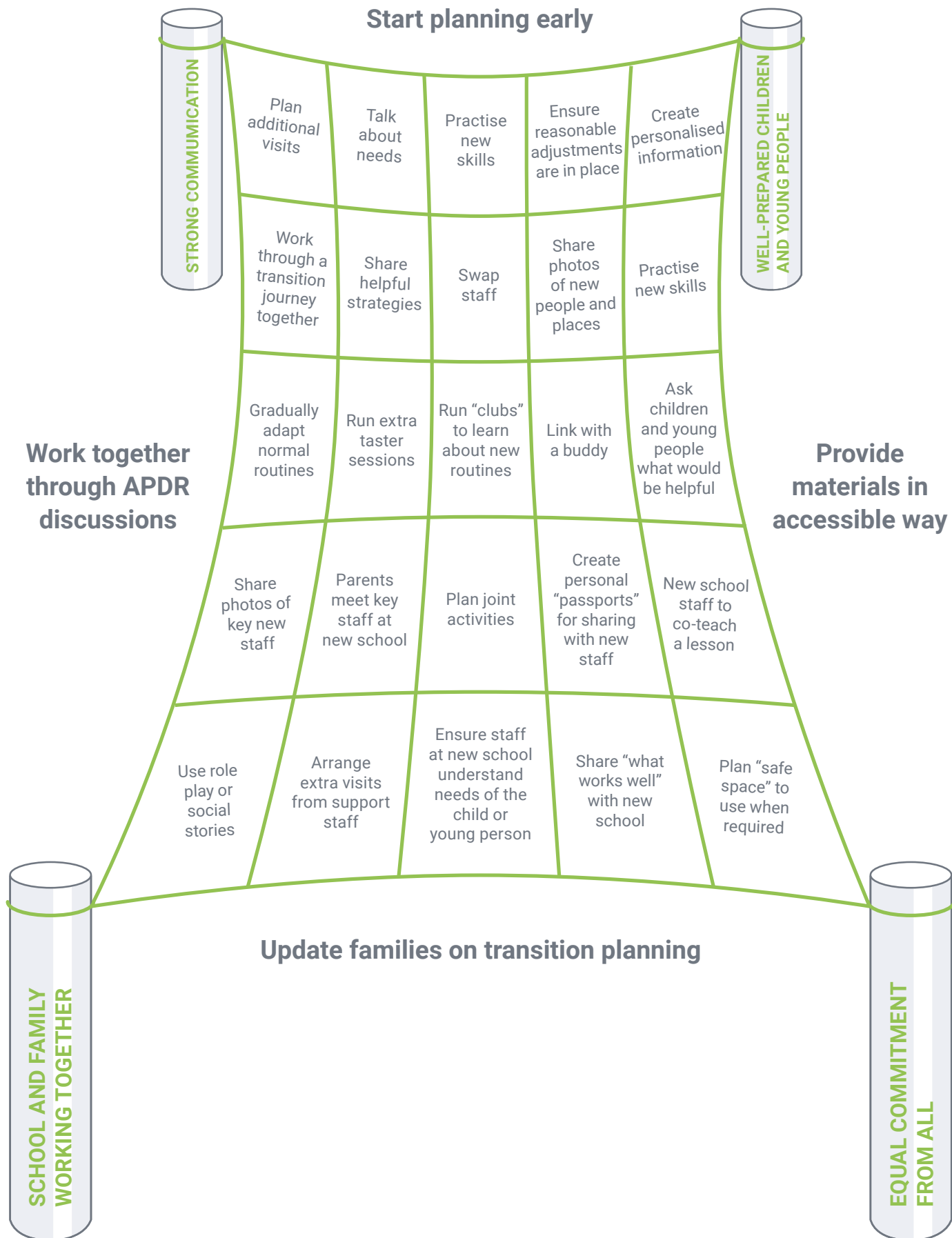
- ✓ Give families some warning that a question or query may be asked, by saying things like, "It would be good to hear your views on ...", "In a few minutes, after we have discussed ...", etc. This gives them more time to prepare their answer.
- ✓ Show families, and child or young person if attending, through your actions, posture and warm and welcoming smiles and nods that you are actively listening to their response and expect everyone else to do similar.
- ✓ Always thank people for their contribution.
- ✓ It can be useful to have a box of tissues available.
- ✓ Try to ensure additional conversations that don't include the family only take place after the meeting has finished. If you need to stay and talk about something else or fix diary dates, then let the family know that this is what you are doing.

The meeting process

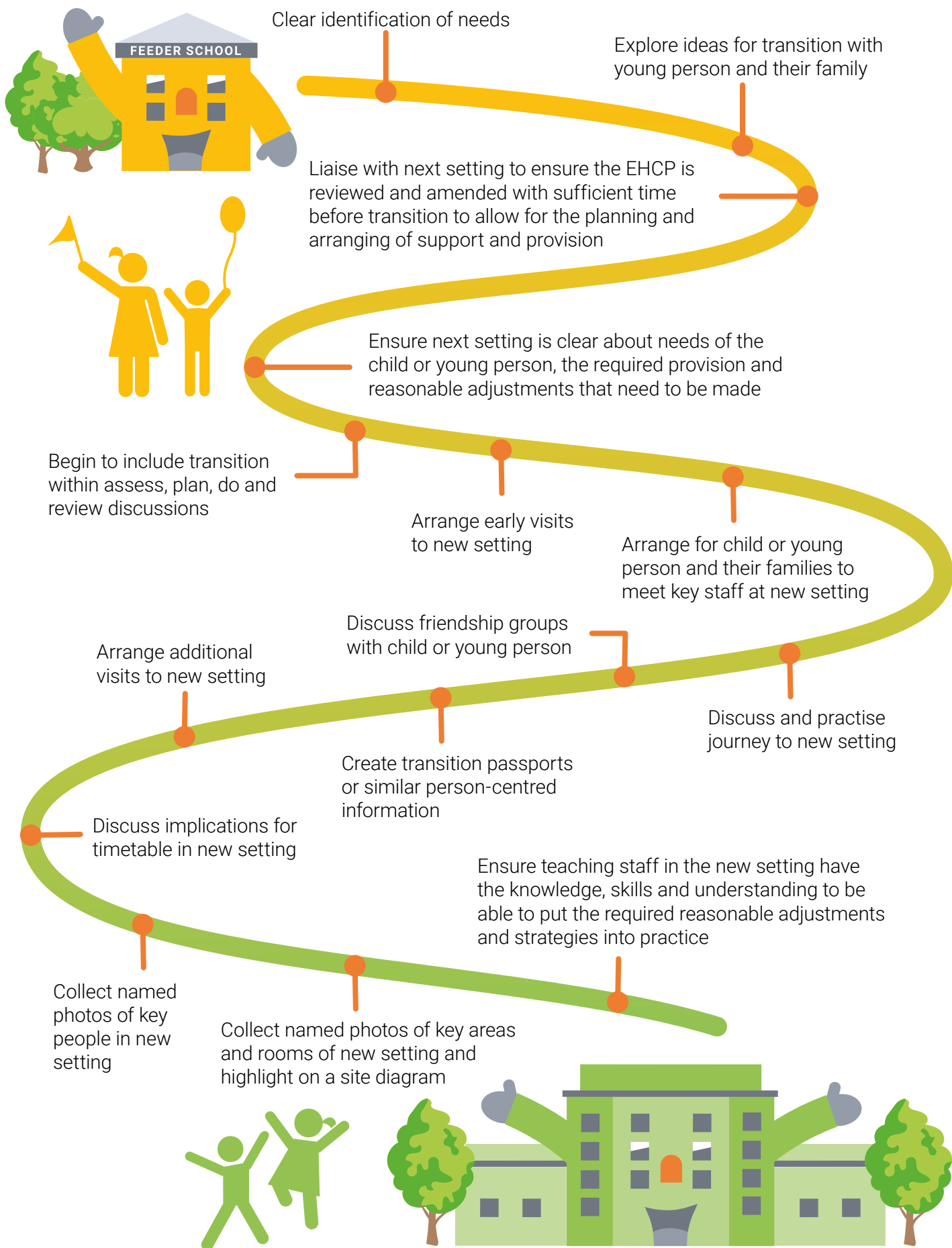


- ✓ Who will be facilitator/chair? It is helpful to explain this role at the start of the meeting. It is this person's responsibility to make sure the process of the meeting runs as smoothly as possible.
- ✓ Consider having an agenda, depending on the nature of the meeting. This should be agreed with those attending, especially the family. Some people find it helpful to have this on paper or on a flipchart, so that everyone has a visual reminder of the structure. When people are sharing views, consider the most appropriate sequence in which to do this. There should be no shocks/surprises for the family.
- ✓ Make sure that all items are covered, and the structure is adhered to; that everyone has the opportunity to participate, particularly the family and child or young person if attending. If you run out of time and there are items/issues left not covered, consider how to address this.
(A second, smaller meeting may be appropriate.)
- ✓ It is helpful for all for the discussion and outcomes/actions to be summarised. Check who is going to do what by when.
- ✓ Agreed actions/outcomes are usually at the end. Make sure there is adequate time for these.
- ✓ It is respectful to have an end time (double-check that this is OK with everyone) and stick to this.
- ✓ Allow time to fix another meeting date if needed.
- ✓ Always finish on a positive tone, however challenging the agenda, reminding everyone of the value of sharing information and arriving at an agreed way forward.

Transition safety net



Planning a Smooth Transition Journey





The Hertfordshire
SEND Toolkit

