



Every Teacher, Every Child, a whole school approach to meeting SEN under the new Code of Practice

Jane Friswell

Chief Executive

nasen

What will this mean for schools? New Code of Practice (Sept 2014) applies to all state funded schools, early years settings, schools and further education

The main legal duties on schools will not change, but the way you meet these duties will. Schools must:

- meet their Equality Act duties for pupils with disabilities
- use their 'best endeavours' to meet pupils' SEN. Schools no longer have to record pupils as 'school action' or 'school action plus';
- inform parents when pupils receive support for special educational needs and involve them in reviews of progress;
- admit a young person, where the school is named in an EHC plan
- co-operate with the local authority in developing the local offer;
- Produce and publish online a School SEN Information Report
- appoint a suitably qualified or experienced member of staff as SENCO (National Award);
- have regard to the new 0-25 SEND Code of Practice.

Headline changes in the Code?

- A clear focus at every level and every stage on a person-centred approach and the **involvement of families and young people**
- A focus on **outcomes** to be achieved, rather than simply units of provision
- In particular new duties in relation to post-16 provision to support a new focus on **transition to adulthood** – which starts before pupils get to FE.
- **EHC plans** that replace statements to ensure that support encompasses all the things that children and young people with SEN need in order to achieve better outcomes
- **SEN Support** will replace School Action and School Action Plus which provides practical advice on how to carry out statutory duties to identify, assess and improve outcomes for children and young people with special educational needs (SEN).

SEN Support in Schools

It places emphasis on:

- Whole school provision
- Graduated approach - Assess; Plan; Do; Review
- Involving parents/carers - regular conversations
- Use of data and record keeping - provision maps
- Publishing information/ SEN information report
- Role of SENCO in school
- Involving specialists
- Improving practice and staff training
- Transition at 16 and preparing for adulthood

Delivering SEN Support

September 2014 is the start

- Do you understand what is meant by whole school SEN provision and do you understand the implications of the reforms for your school?
- Has your school leadership reviewed its practice and know what needs to change?
- Are classroom teachers aware of the changes and recognise their responsibilities for identifying and supporting pupils with SEN?
- Do parents have confidence that their child will get the support they need for their child?

From School Action and School Action Plus to SEN support

- The new code makes it clear that additional intervention and support cannot compensate for a lack of good teaching
- high quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs
- For pupils that need special educational provision the code sets out the principle of a graduated response

Graduated Response

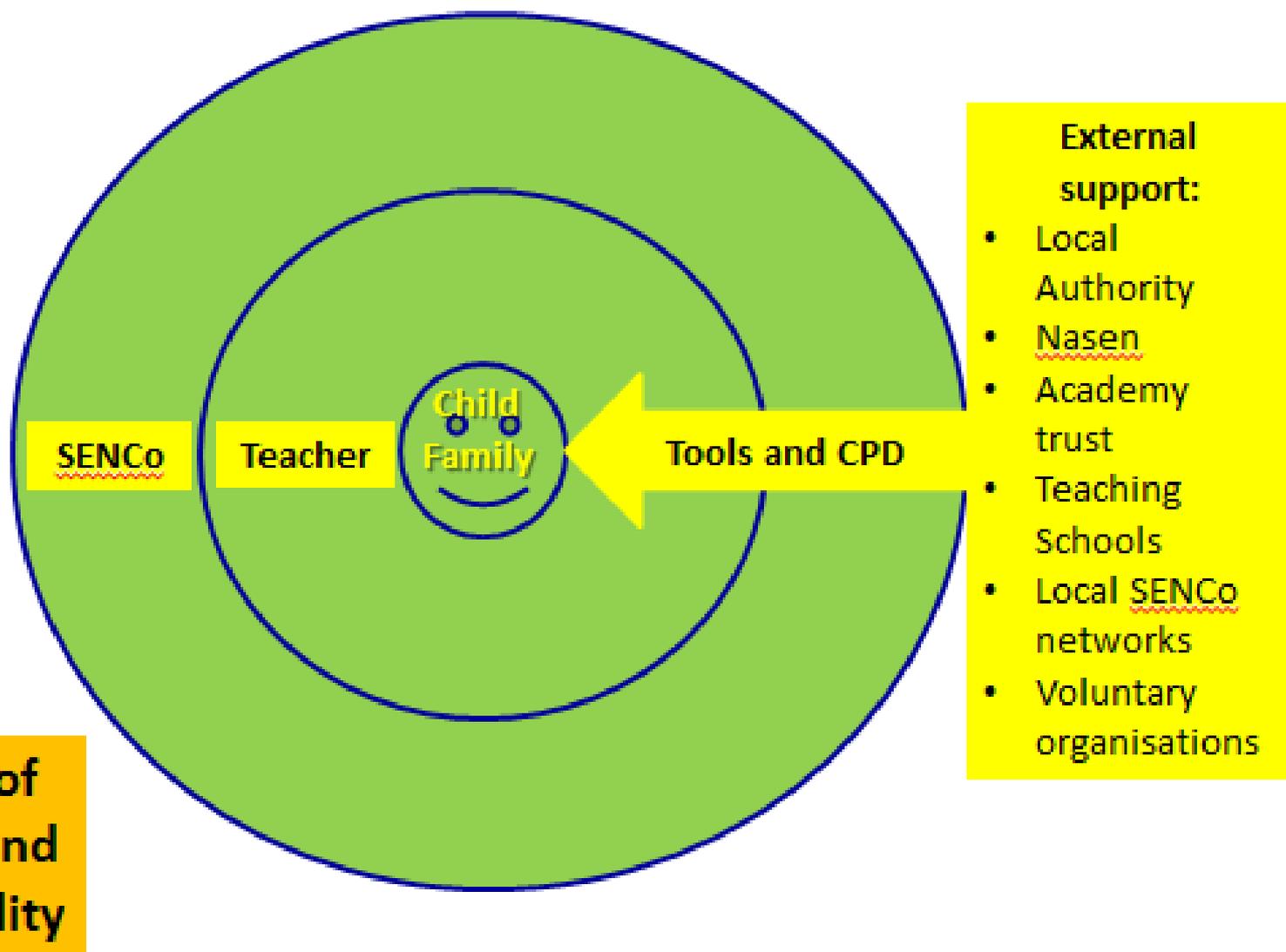
- some children will benefit from specific support from the school or external experts (such as an Educational Psychologist or a Speech and Language Therapist)
- School Action and School Action Plus will no longer apply and will be replaced with a new system called special educational needs (SEN) support
- designed to ensure support is focused on individual need and personal outcomes rather than classifications

ASSESS – PLAN – DO - REVIEW

- The Code of Practice describes The Graduated Approach as a “cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of pupils’ needs and of what supports the pupil in making good progress and securing good outcomes”

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff

Draft SEN Code of Practice



Prerequisites for success; Role of the class / subject teachers

- The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of **all pupils**"
- SEN Code of Practice echoes this point, as it states that "teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff"

Prerequisites for success; Role of the class / subject teachers

- Our class and subject teachers need to be at the heart of this approach, driving the movement around the four stages of action with the support, guidance and leadership of the SENCo and the school's specialist staff.

High Expectations and Aspirations

- all those who teach and support pupils with SEN to have the highest aspirations for them and for those who lead and manage the school to demonstrate an ambitious vision and plan of action to enable this to happen so that identification of a special educational need does not result in excuses for lack of progress or a lowering of expectations

Assess

- A clear understanding of a child's needs is a critical precondition to planning effective strategies, provision and adjustments to teaching that will lead to good progress and improved outcomes
- Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness

Assess

- information that teachers can draw upon to establish a clear analysis of pupil's need;
 - teacher's assessment and experience of the pupil,
 - information pupil progress, attainment, and behaviour.
 - individual's development in comparison to their peers,
 - the views and experience of parents,
 - the child's own views
 - advice from external support services.

Drilling down

- **precise** gaps in pupil's learning and development and to **clarify** what the barriers to learning may be
- good practice to look afresh at the range of individualised assessment 'tools' the school itself may have in to support this closer identification of need
- standardised tests
- criterion referenced assessments checklists
- profiling tools e.g. for behaviour, SLCN
- observation schedules and prompt sheets
- questionnaires for parents
- questionnaires for pupils
- screening assessments e.g. dyslexia

Plan

- **First Step - Inclusive Quality First Teaching**
- the teacher asking themselves, with the support of the SENCo.....
- what do we now know, following the individualised assessments we have undertaken about....
- this pupil's strengths
- areas of need
- barriers to and gaps in learning
- pupils and parent's views that we didn't know before and what changes/ adaptations to my QFT does this new understanding mean I need to make?

Making all staff aware of a pupil's needs

- “all teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required.”
- Pupil Passport approach
- individualised needs and views of the pupil are kept at the heart of these strategies and approaches
- Nasen promotes the use of an initial concerns checklist approach
- www.nasen.org.uk

Key Questions

- How are we ensuring we are identifying and addressing pupils' needs / SEN as early as possible?
- Can we improve our liaison with pre-school / feeder schools to prepare and deliver our best endeavours for pupils with additional needs as soon as they arrive with us/them?
- Can we improve our liaison with post school education and training providers/FE to prepare and deliver our best endeavours for students with additional needs to inform and plan for effective transition?
- Have we available a range of tools and expertise to support identification and assessment of need?
- Do class / subject teachers make enough effective use of these tools to identify pupils' gaps in and barriers to learning, adapting their core teaching in the light of these findings?
- Do we need to refresh our procedures around identification and assessment of SEN?
- Do we know how to call on the support of a range of external specialists as and when we need?
- Are there any areas of SEN where our staff need training, to support their ability, knowledge and understanding of identifying pupil's emerging difficulties as early as possible and know how to respond?

Targeted Special Educational Provision

- Once the specific areas of need and gaps in learning and development have been identified, additional or different provision targeted at these key area(s) can be planned for
- this planning process should take place in consultation with the parent and the pupil and should be 'accurately recorded'

Responsibility

- Class / subject teachers retain responsibility for the pupil, even when a pupil is undertaking targeted provision away from them and therefore should be firmly at the centre of the process of planning this provision with the SENCO, any specialist staff involved with the pupil and involving parents and pupils themselves.

Good practice

- Planning targeted provision that is based on reliable evidence of effectiveness
- High quality training for all staff involved in delivering and monitoring targeted provision
- Time and place for targeted provision to take place is established and adhered to regularly
- Skills learnt during targeted provision are practised back in class
- Time/system for feedback from staff delivering targeted provision to class / subject teachers is planned for
- Time to prepare resources linked to targeted support
- Teachers ensure they seek and are provided with regular feedback on pupils' learning / progress within targeted provision
- Parents understand and agree intervention and support and expected impact
- Staff making sure pupils are clear as to the key aspects of learning they will be working on during this provision.

Outcomes not hours

- The most important thing is to be absolutely clear about the outcome you want from any SEN support that you provide – not how many hours of teaching assistant or other staff time will be provided.
- Set a clear date to check progress and evaluate the support that you use in school
- Have open conversations with parents about what support is intended to achieve, how you will know whether it has worked and what you will do next if it hasn't.

Target Setting – linked to Targeted Provision

- the need to ensure that where additional / different targeted provision is planned for, there are clear and expected outcomes linked directly to the provision
- schools have to have a very clear reason for taking the child out of their class and away from their teacher
- what is the expected (targeted) outcome by the end of, for example, the term / half term, needs to be discussed, agreed and planned for

Recording

- important consideration Is whether the planning, target setting and monitoring tool you are using is fit for purpose and supports the process of raising achievement
- To IEP or not to IEP?

Do

- imperative is that teachers work closely with any TAs or specialist staff involved to plan and assess the impact of targeted interventions
- planning and review time is **explicitly planned for** and **regularly takes place** is crucial
- joint PPA time with support staff
- - paying support staff to join planning / department meetings
- - quick and concise communication tools to convey outcomes of targeted provision
- - targeted provision work carried out in pupil's class / subject books so that teachers can see what work has been carried out and to what standard and pick up any emerging issues as soon as possible.

Reviewing & Reflecting

- high level of pedagogical discussion around how pupil's day to day learning is developing, is crucial to moving teachers and support staff skills on in a process of continual refinement and response to what is happening in the classroom
- a **forum** through which professionals working with a child can reflect together on what is going well is both supportive and developmental

Some questions the class / subject teachers can draw upon

- Has the adult support been effective in enabling planned objectives to be met?
- Are the skills that are being developing in targeted provision transferring back in class/across the curriculum?
- Is pupil/student confidence and self-esteem healthy?
- Is behaviour for learning appropriate / improving?
- Is the student on-track to meet targets set?
- Have they had the opportunity to work in a variety of groups this week?
- Have they had an equal amount of my teaching input this week?
- Are there any emerging gaps / barriers to learning that I need to investigate further?
- Have they been able to work effectively with peers?

Review

- **Teachers shouldn't wait for the more formal termly review meeting to reflect on and make necessary adaptations to teaching and learning approaches and provision**
- progress toward meeting planned outcomes should be tracked and reviewed regularly, at least termly
- Pupil Progress Meeting or department review meeting

Questions

- Have they met the expected end of term / year NC / P level target ensuring that the level grade they are can achieve independently and consistently?
- Evidence of progress and attainment can be taken from a variety of sources including:
 - Observation
 - Work scrutiny
 - Assessed work
 - Use of APP
 - Tests, where appropriate
- Are they on-track to meet their end of year / KS target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?
- Key considerations during this meeting may include:
- **Has inclusive QFT and targeted provision been effective in relation to the achieving planned and expected outcomes?**

Early identification and a single assessment

- Schools will be expected to have clear systems for identification, assessment, monitoring and securing appropriate support for children with special educational needs
- schools to involve parents in a more structured and systematic way to shape the support their child receives and to be more transparent about what the school can provide
- code places an emphasis on working with parents to agree and review the outcomes the support is intended to achieve rather than counting the hours or resources given to a child at school

Reviews

- Schools should review the support currently given to pupils on School Action or School Action Plus in light of the changes during the next school year
- expect most reviews under the new approach to take place, in consultation with parents, by the spring term 2015

Key considerations for change

- How are we ensuring that teachers and other key members of staff have access to all the information about the special educational needs of pupils they teach including Statements / EHC plans and specialist reports?
- Are you, as a SENCo, supporting the development of staff skills, confidence and expertise in this area?
- Are teachers at the heart of the process of planning targeted provision for pupils with SEN?
- Are we utilising research around effective interventions and strategies for pupils with SEN?
- Is targeted provision always being carried out as planned?
- Time/system for feedback from staff delivering targeted provision to class / subject teachers is planned for

Key considerations for preparing for change

- Do support staff have appropriate time to prepare resources linked to targeted support?
- Do parents understand and agree intervention and support and expected impact?
- Are pupils are clear as to the key aspects of learning they will be working on during this targeted provision?
- Have we got effective tools in place to record the targeted provision pupils with SEN are receiving? Do they service their purpose as effective working documents?
- Are pupil's targets linked directly to their key areas of need and the targeted provision being planned for?

September 1

- From 1 September onwards you must use the new system. The school census in January 2015 will not distinguish between School Action and School Action Plus, schools will simply be asked to record pupils as receiving SEN support



Thank you

JaneF@nasen.org.uk

01827 311500

07583 867902

www.nasen.org.uk

Free summary of SEND Code of Practice, SEND Updates
and much more available from nasen stand!

STAND 129

@nasen_org

Join nasen today!