

## What is SEND?

**SEND** stands for Special Educational Needs and Disabilities. Children with SEND often have a difficulty in at least one of the following four areas:

**Communication and Interaction e.g. Autism**

**Cognition and Learning e.g. Dyslexia**

**Social, Emotional and Mental Health e.g. Bipolar Disorder**

**Sensory and/or Physical needs e.g. a Hearing Impairment**

## What is the SEND Code of Practice?

All children with SEND are different. Some children have complex needs and some have only a small need. Some children have at least one diagnosis and some do not have any.

The **SEND Code of Practice** is a legal document that sets out the duties for those who work with children with any type of special educational needs and what families can expect with regard to their child. It covers children and young people from birth to age 25.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

There is also a simplified parent friendly guide available as the full document is long and uses some words that some parents may find difficult to understand.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

## SEN support

SEN Support is a term used to describe the support offered to children in mainstream schools who need additional support to enable them to make progress. Children who are on **SEN Support** have been identified by their parents and the school as having difficulties in at least one of the four areas of difficulty:

- 1) Communication and Interaction**
- 2) Cognition and Learning**
- 3) Social, Emotional and Mental Health**
- 4) Sensory and/or Physical needs**

Children on **SEN Support** will find their needs are met with interventions. Interventions can be one to one or small group work on a specific area. All schools

offer different interventions. More information on the interventions that we can offer are in the Programmes we offer section.

All schools have a SENCO – Special Educational Needs Coordinator who is responsible for identifying children who need support and for ensuring the correct interventions are used and progress monitored to meet the needs of the children in their school.

Schools are given a budget to use to support the needs of children with SEND. This budget is used to purchase resources, pay for specialist training, additional staff and also may be used to fund specific interventions.

### **Statutory assessment: Education Health and Care Plans**

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. A small number of children will have an EHCP. An EHCP is an Educational Health and Care plan. These are for those children with complex needs who will need more support to stay in a mainstream school or to attend a special school. If your child's school, feel they cannot meet your child's needs on SEN Support they may discuss with you whether your child would benefit from an EHCP.

The EHC Plan incorporates all information about the child from birth. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Portsmouth. Portsmouth's SEND Local Offer can be obtained from Portsmouth City Council's website (<http://www.portsmouthlocaloffer.org/>). There is also a wealth of information about the process which can be accessed via this link <http://www.portsmouthlocaloffer.org/local-offer-search/item/327>

This information is included in the Education Health and Care Plan and includes:

- 1) records of regular reviews and their outcomes
- 2) health reports, including medical history where relevant
- 3) national assessment levels and reports or records of progress compiled by the teachers
- 4) educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- 5) reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are also sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Inclusion Support Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

Informal review and liaison between parents, Support Staff and Class Teachers occurs as frequently as is necessary, sometimes daily. Parents and outside agencies are invited to attend formal reviews which are conducted in line with Local Authority guidance. Education, Health and Care Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise.

### **How does Northern Parade identify and assess children with SEND?**

Our school's Assessment Policy which is available on our website or on request in school outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- 1) Is significantly slower than that of their peers starting from the same baseline.
- 2) Fails to match or better the child's previous rate of progress.
- 3) Fails to close the attainment gap between the child and their peers.
- 4) Widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/Inclusion Manager would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered.

You can refer to our SEN policy or behaviour policy for further information relating to behaviour support. Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to rule out these aspects as possible underlying causes of learning issues. At Northern Parade a range of specific, more specialised tests are used (usually by the Inclusion Manager or Rainbow team) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions: To obtain further understanding of a child's learning difficulties, we may use:

- 1) Phonological Assessment Battery (PhAB) –
- 2) Dyslexia Screening Test (DST)
- 3) Dyslexia Early Screening Test (DEST)
- 4) CAT 4 cognitive ability assessments
- 5) A range of assessments in the Children's therapy pack devised by the Solent NHS children therapy team

### **What are our arrangements for assessing and reviewing the progress of children with SEN?**

Our school's Assessment Policy (available on our website or request in school) outlines the range of assessments regularly used throughout the school. An overview is provided below:

- 1) Evaluation of individual SEN support plans 3x yearly
- 2) Tracking of pupil progress generally as part of whole school tracking system – 3x yearly
- 3) Progress of children with speech and language needs is assessed and reviewed as deemed necessary throughout the year by Speech and Language therapy services.
- 4) An Annual Review is held for children with Statements of Special Educational Needs or Education Health and are Plans; interim reviews can also be arranged throughout the year if deemed necessary.
- 5) When children are assessed by the Inclusion Manager or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets.
- 6) When assessing children with SEN , consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests.
- 7) Initial concerns about a child's progress are discussed with the Inclusion Manager and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate.

