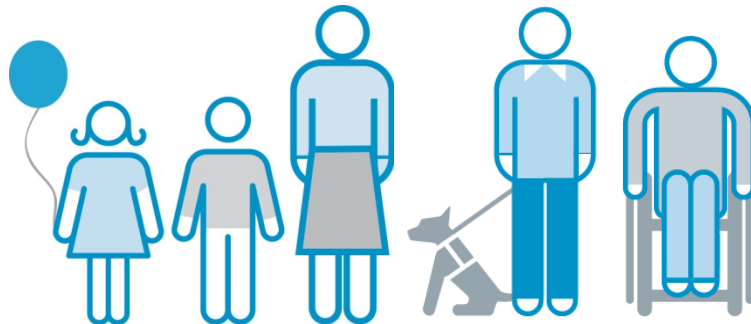
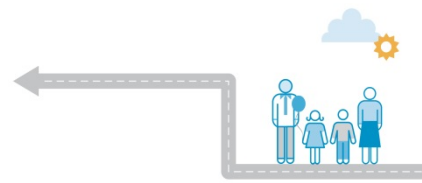


SECONDARY SCHOOL SENCO TOOLKIT



This SENCO toolkit has been produced to provide secondary schools with a comprehensive resource for information and guidance. It should be used to support and develop inclusive practice and enable schools to meet their statutory responsibilities under the Special Educational Needs & Disability Code of Practice 0 – 25 (2015) and the Equality Act 2010.

We hope you find this toolkit both informative and useful and that it supports school SENCO's to fulfil their role and responsibilities.



Throughout this document the term parent will be used to refer to all parents and carers.

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Section 1: Introduction

An Overview: Getting organised!

Starting points for SENCOs

The **Children and Families Act 2014** heralded the most radical changes to the laws governing special educational needs and disabilities for 30 years. The reforms are intended to create a real change in the way professionals work with families, pupils and young people.

What's new?

- A real focus on the aspiration and outcomes for children and young people
- Participation/equal partnership in decision making for parents and children and young people
- A joint approach between education, health and care services
- Requirement to publish information about all services available locally (Local Offer)
- It replaces Statements of Special Educational Needs (2-19 years) with Education, Health and Care (EHC) plans for children and young people from birth to 25 years.

The EHC needs assessment is a single assessment process, coordinating the approach across education, health and social care. This process should be completed within 20 weeks.

The intention is that young people, children and their families should only have to 'tell their story' once. Children, young people and their families will be involved throughout the assessment and planning process.

The Children and Families Act 2014, requires schools to have arrangements in place to meet children's special educational needs. Schools are expected to identify a qualified teacher as special educational needs coordinator (SENCO) and the role is defined on p108 of Chapter 6 of the **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)**. The SENCO's role is to co-ordinate the support for pupils with SEND but it does not mean they need to do everything! All teachers are responsible and accountable for the progress and development of the pupils in their own classes, including where pupils access support from teaching assistants or specialist staff.

All school SENCO's must:

- be a qualified teacher working at the school
- have completed a National Award in Special Educational Needs Coordination (within three years of appointment)
- have a sound understanding of the **SEND Code of Practice**
- know the requirements on schools of the Equalities Act 2010
- be aware that all schools should have arrangements in place to support pupils with SEN or disabilities. These should be outlined in the school **SEND policy and SEN Information Report** giving clear details of how the school will identify and respond to the needs of pupils with SEND and how the support will be offered
- be aware that the school should provide information for the '**Local Offer**' and ensure this information is regularly reviewed and updated.
(referred to in section 3)

Definition of SEN

Class teachers, supported by the SENCO and senior leadership team, should make regular assessments of progress for all pupils. These assessments should identify where pupils are making less than expected progress given their age and individual circumstances.

'Less than expected progress' is where the pupil's progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers, or
- widens the attainment gap

This progress can be wider than merely attainment. It could, for example include where a pupil needs to make additional progress with social development or with communication skills.

The pupil's teachers and SENCO should then together consider whether the pupil is making less than expected progress because of:

- gaps in previous learning or experience
- other factors in the child or young person's life (such as family breakdown or bereavement)
- less than good quality teaching, or
- special educational needs

The definition of special educational needs Under Section 20 of the Children and Families Act 2014 and Section 312 of the 1996 Education Act is:

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational Provision

Special educational provision is provision that is different from or additional to that normally available to pupils of the same age, which is designed to help pupils and young people with SEN or disabilities to access the National Curriculum at school.

Definition of Disability

Many children and young people with SEN may have a disability under the Equality Act 2010 – that is:

A physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities.

This definition includes sensory impairments, such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Pupils and young people with such conditions do not necessarily have SEN but there is a significant overlap between those who have a disability and those with SEN. Where a disabled child or young person requires special educational provision, they will be covered by the SEN definition.

It is important to remember that the disability equality duty is anticipatory and covers prospective pupils as well as pupils already at the school.

Identifying and assessing SEND

Some pupils will transfer to your school with an identified SEND or additional need and some pupil's needs will only emerge after they have started at your school.

The SENCO should collate a list of pupils who have SEND in a SEND register and complete an Inclusion Log for other pupils who have additional needs or vulnerabilities. These will help to identify more clearly when additional resources or staffing are needed and what should and should not be funded from the school SEN budget.

The SEND Code of Practice sets out four broad areas of need and support, which may be helpful when identifying, reviewing and managing special educational provision.

These are:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties; and
- sensory and/or physical needs.

These four broad areas are merely an overview of the range of needs that schools should plan to meet. The purpose of identification is to work out what action the school needs to take, rather than to fit pupils into categories. Individual pupils often have needs that cut across all four areas and their needs may change over time.

The graduated approach

Pupils who start secondary school with identified special educational needs will need additional planning and support to settle into the new school. **An Individual Outcomes Plan** or Provision Map should be implemented to ensure the pupil's needs are met and progress is monitored. This will be the continuation of the graduated approach with its four stages of action (**assess, plan, do and review**) that was likely started in the primary school.

When pupil's difficulties emerge once he or she is at the school, you will first need to raise any concerns with parents. There is a statutory duty for schools to inform parents when special educational needs have been identified but there should already have been plenty of informal conversations about the pupil's strengths and interests before this statutory point is reached. This ensures that parents know you value their child as an individual and will help to build a positive partnership. Plan an appropriate and personalised way of informing the parents and consider how, where, when, what will be communicated, always ensuring that parents are dealt with appropriately and sensitively.

Just as all pupils are different, so are their families and carers.

In order to collaborate and work effectively with parents, we need to involve them in setting targets and agreeing strategies and any planned interventions. School should also support parents to participate in reviewing their child's targets and outcomes. Parents are the experts on their own children and it is important that teachers and other professionals listen and respond positively to any concerns that parents raise about their child's development and their views about their child's provision. Schools should also listen to and address any concerns raised by pupils themselves.

For some pupils, short-term, targeted interventions and the cycle of assess, plan, do and review will be sufficient in ensuring their individual needs are met and that they will then make good or better progress. It is important to maintain regular dialogue with parents throughout any period of intervention, so they feel fully informed.

What is an 'outcome'?

The SEND Code of Practice defines an outcome as the benefit or difference made to an individual as a result of an intervention. An outcome should be an 'end point' - what we expect to be the result of the provision the school has put in place. Outcomes set out what needs to be achieved by the end of a phase or stage of education in order to enable the pupil to progress successfully to the next phase or stage and to prepare for adult life.

An outcome should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education, it will describe what the expected benefit will be to the individual as a result of the educational intervention provided.

SEND Code of Practice 9.66

Definition of SEN support

The 2015 SEND Code of Practice introduced a single category of special educational needs in schools - SEN Support.

Where a pupil has been identified as having special educational needs (SEN), schools should take action to remove barriers to learning and put in place effective special educational provision. The purpose of special educational provision is to enable the pupil to participate, learn and make accelerated progress. The special educational provision should also include actions to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with other pupils who do not have SEN.

When the graduated approach requires more specialist support

For some pupils, additional support from specialist agencies may be required and parental permission will be needed to involve sources of specialist advice, resources or training. Agencies such as Educational Psychology, Speech and Language Services, ASD Specialist Support Teams, etc. can offer more diagnostic assessment and helpful advice.

The role of subject teachers in SEN Support

The role of subject teachers is to make the education of all their pupils their first concern and to enable them to achieve the highest possible standards. Subject teachers are responsible for setting targets for their own subject that stretch and challenge pupils of all backgrounds, abilities and dispositions.

A subject teacher's first response to a pupil making less than expected progress should be high quality teaching targeted at the pupil's particular areas of weakness. Where progress continues to be less than expected, the subject teacher and SENCO should together assess whether the pupil has SEN or whether additional amendments need to be made to the teaching and learning approaches on offer.

While the SENCO will offer advice and guidance, it is the responsibility of the subject teachers to implement the graduated approach and work together regularly to assess the progress made by pupils with SEND, especially when interventions are delivered by teaching assistants outside the classroom.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

SEND Code of Practice 6.38

In relation to all pupils, subject teachers are expected to;

- Be accountable for attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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 pupils, 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.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

Teachers' standards, 2011 (updated 2013)

The SEND Code of Practice underscores teachers' responsibility toward pupils with SEND at Section 6.36:

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.

Teaching Assistants

Teaching assistants (TAs) are now employed in a broader range of roles in schools. A set of revised Professional Standards for Teaching Assistants were published in June 2016 with a clearer and more concise description of the role, reflecting the diversity of the existing roles carried out by support staff, particularly within a self-improving system. The main purpose of the standards is to improve the status and professionalism of TAs and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children and young people.

In many schools, overall management of TAs falls to the SENCO. In addition to more strategic TA deployment, part of your role should be to monitor and evaluate the effectiveness of the support given by TAs and their impact on the progress and well-being of pupils with SEND. A key element in the level of impact that TA support can have is how subject teachers deploy them and the TAs' preparedness and knowledge to be able to support pupils with significant needs. These are the pupils who most need good teaching and time with their teachers. In addition to training your TAs to support pupils with SEND, it is just as important to train your teachers on effective classroom deployment of additional adults.

To support teachers to improve their classroom deployment of TAs, the Education Endowment Foundation (EEF) 2015, reported on [Making Best Use of Teaching Assistants](#), usefully outlining seven evidence-based recommendations:

| Teaching Assistants Seven Golden Rules |
|--|
| 1. Teaching assistants should not be used as an informal teaching resource for low-attaining pupils |
| 2. Use teaching assistants to add value to what teachers do, not replace them |
| 3. Use teaching assistants to help pupils develop independent study skills and manage their own learning |
| 4. Ensure teaching assistants are fully prepared for their role in the classroom |
| 5. Use teaching assistants to deliver high- quality one-to-one and small group support using structured interventions |
| 6. Adopt evidence-based interventions to support teaching assistants in their small group and one-to-one instruction |
| 7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions |

Early Help

The **Early Help** approach is a constructive tool in supporting pupils and families and providing early intervention. **Early Help** means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to 18 years and applies to any problem or need that the family cannot deal with or meet on their own.

Education, Health and Care (EHC) Plans

Some pupils may already have an **EHC Plan** and this plan will specify the provision that the school and other agencies **must** put in place. Additional funding will be provided to cover the additional cost of this provision (after the first £6000 which comes from the school delegated SEN Budget). Further support and guidance on this can be found in the Education Health and Care Plan section of the Toolkit.

Transitions

For any pupil with additional or special educational needs it is important to consider in advance any point of change or transition. The effective sharing

of information is part of high quality provision during the period of change from early years setting to school, and transitions within and between schools.

Secondary School Inclusion Flowchart

Supporting pupils with SEND is the responsibility of all school staff

Stage One:

In everyday, practical situations, the best schools do what is necessary to enable pupils to develop, learn, participate and achieve the best possible outcomes, irrespective of whether that is through high quality teaching, reasonable adjustments for a disabled pupil, or special educational provision.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

SEND Code of Practice 6.37

Inclusive schools:

1. Provide high quality environments, relationships and teaching that is differentiated and personalised, promoting positive outcomes for all.
2. Commit to inclusive practice and removing barriers to learning.
3. Know pupils well and are able to make accurate judgements about their progress.
4. Have high expectations of all pupils.
5. Have many informal conversations about pupils' strengths and interests so that parents can be confident that teachers know their child as an individual.

Stage Two:

A. Where pupils start at the school with an identified SEN or disability.

- Parents will already have information from other professionals involved with their child's development and progress.
- Seek permission to view any reports or other information so that you can coordinate your approach within the school.
- Plan for any additional arrangements needed to support the pupil to transition into your school e.g. training for all staff, obtaining additional equipment or resources, etc.
- Combine the information from other professionals with your planning to ensure the pupil's needs are met so that he or she makes good progress within the school. Write a Care Plan when a pupil has medical needs.

B Pupils whose special educational or additional needs emerge while they are attending your school.

- Once you have tried support through quality first teaching, appropriately differentiated for the pupil's individual needs, and you are still concerned about his or her progress, plan an appropriate and personalised way of discussing concerns with the parent.
- Obtain parental involvement and permission to put in additional or different support. Find out if other agencies/ professionals are already involved. Other professionals can be asked to support the identification process.
- In coproduction with parents, agree targets, outcomes and provision. Write these up as an intervention plan, which the parents sign. This can be in the form of an Individual Outcomes Plan (IOP) or Provision Map. It will include specific actions, which are different from or additional to your usual differentiated teaching.
- Be clear about your success criteria (what you expect the pupil will be able to achieve) within a time frame (usually six weeks) and evaluate them regularly, showing whether or not targets have been met.

Stage Three:

For most pupils, planned interventions and the cycle of assess, plan, do and review will be sufficient to ensure their individual needs are met and they make reasonable progress. It is important to maintain dialogue and discussions with parents, so they feel fully informed.

For other pupils, further support from specialist agencies may be required. Parental permission will be needed to involve sources of specialist advice, resources, training etc. e.g. Speech & Language Services, Educational Psychology, etc. It is good practice to try to co-ordinate the support you are giving with the strategies other agencies are using to support the pupil.

The Role of the SENCO

An effective SENCO:

- starts by thinking about and valuing each pupil as a unique child
- believes in every pupil as an individual who has the potential to develop and make progress
- has patience and tenacity
- captures the pupil's and family's voices
- is empathetic and is a good listener

It helps if you know or know how to find out about:

- the strengths, interests, needs and background of individual pupils with additional needs

- the most effective, evidence-based strategies and techniques to support individual pupils with additional needs
- outside agencies that can give you advice and support
- where to build your knowledge of supporting pupils with additional needs
- where to obtain useful resources

Things you (and/or others) might have to do:

- have regard to the SEND code of practice
- implement the SEN policy
- develop and review the SEN Information Report
- develop an Accessibility Plan
- maintain positive relationships with parents/carers of pupils with additional needs
- liaise with other professionals from other agencies e.g. SALT, Educational Psychologists, etc.
- give advice and support to colleagues within the school
- ensure that individual pupils' support plans are written, implemented, and evaluated
- attend or access relevant training
- organise and/or plan and deliver in-house training
- attend meetings e.g. EHCP annual reviews , LAC, Section 17/47, etc.
- help with any funding applications
- organise and monitor effective transitions for pupils with additional needs

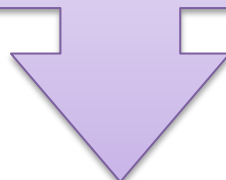
SENCO survival tips:

- don't try to be a superhero!
- don't try to do it all by yourself - delegate to colleagues
- make the most of opportunities to network with SENCO's in other schools
- communicate- remember this involves listening as well expressing yourself
- celebrate the fact that you will make a difference to pupils's lives

Identifying needs - where to begin?

An example: Consider Emma...

Emma joined Year 7 in September. In Year 6 she achieved expected standards in maths and science but not in English. Her primary school flagged up that she has particular difficulties with writing, specifically a very slow writing speed. Emma accessed a number of short term interventions for reading, writing and spelling in primary school and, because these had positive impact, she was not identified as needing SEN Support. Clare, her Year 7 English teacher administered a short in-class assessment of Emma's writing that identified she is working below what is expected for her age.



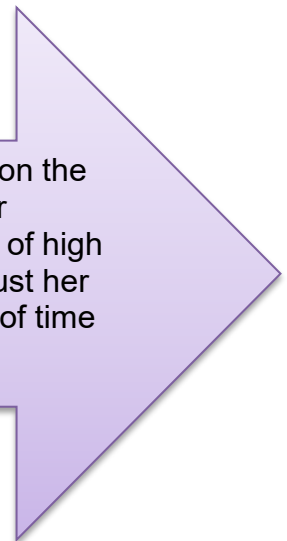
Clare shared the results of the assessment with the SENCO who then observed Emma in class. Based on the assessment and observation the SENCO advised Clare on additional strategies to support Emma in class. It was also decided to include Emma in a small writing group, led by a TA. Clare continued to monitor Emma's progress in class and, after 12 weeks, it was clear that, despite the additional group work, Emma's writing has still not improved sufficiently to enable her to access the Year 7 curriculum.



Clare and the SENCO reviewed Emma's progress and met with her parents to discuss commissioning an educational psychologist to carry out a diagnostic assessment of Emma's needs. Gathering this information helped Clare to build a profile of Emma's needs and her strengths. This is key to supporting the possible identification of SEN should the lack of progress continue despite high quality teaching and appropriate support.



This early stage provides a crucial opportunity for Clare to reflect on the impact of her teaching on Emma's progress and evaluate whether different approaches may be part of the solution (a critical feature of high quality teaching). With the SENCO's support, Clare may then adjust her teaching to address Emma's difficulties over a reasonable period of time before reviewing progress again.



In summary:

Assess:

Make detailed observations in class and discuss concerns with SENCO. Talk to parents and other teachers to find out if they have noticed anything. Consider the pupil's particular barriers and use in-house assessments to gather more information.

Plan:

Meet with the SENCO, pupil and parents to discuss what additional learning opportunities could be offered to support accelerated progress. These will focus on the pupil's interests and strengths. Plan short term intervention to address the precise aspect of learning the pupil is finding difficult.

Do:

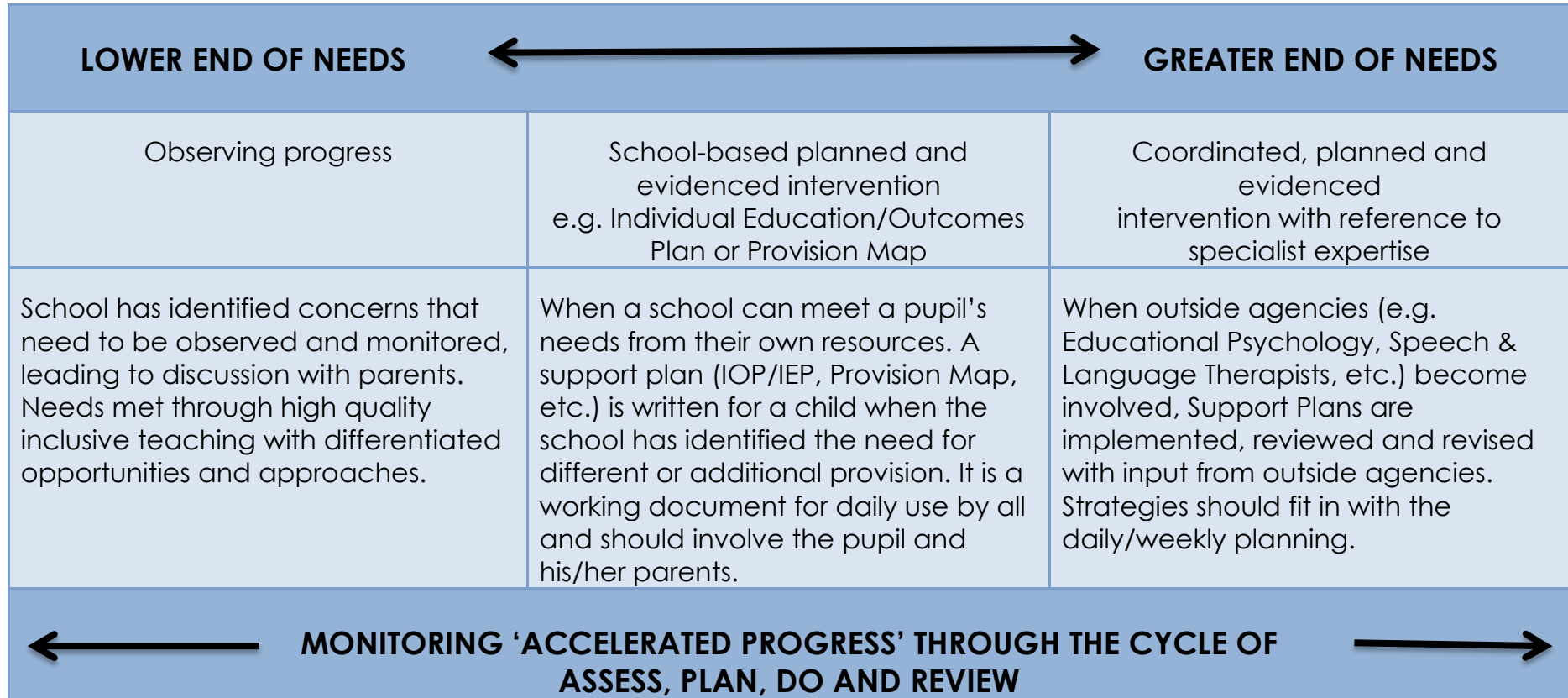
Implement the intervention and adjust planning to give the pupil opportunities to practice the new skills learned in the intervention, preferably in shared activities with other pupils.

Review:

Evaluate the pupil's response to the intervention. Is the pupil making the progress expected? Has the intervention been successful? – if yes, what opportunities need to be put in place for consolidation of the new skills? If not, is it the right intervention? Is it being delivered correctly.

Early Identification

A Graduated Approach to a Continuum of Need for Pupils with SEND





Funding for SEN Support

In April 2013, the Government made changes to the way that funding is provided to schools. The funding changes do not change the legal responsibilities of schools and local authorities for pupils with special educational needs (SEN).

Funding is agreed locally and is given to schools under three main headings:

Element 1: an amount of money for each pupil in the school

Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money (known as AWPU-age-weighted pupil unit). The amount varies from one authority to another. This is the **core budget** for each school and it is used to make general provision for all pupils in the school including pupils with SEN.

Element 2: the school's notional SEN budget

Every school receives an additional amount of money to help make special educational provision to meet pupils's SEN. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The formula usually gives more money to schools that have more pupils on free school meals and more pupils who are not doing as well as others in English and Maths. This provides a good guide to how many pupils with SEN a school is likely to have.

A small number of schools may find they have many more pupils with SEN than expected. This might happen where, for example, a school has a good reputation for teaching pupils with SEN. Where this does happen, the school can ask the local authority for additional funding.

Schools should use the notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a pupil's SEN. Most pupils with SEN need special educational provision that comes to less than £6,000.

Special educational provision is anything that is provided to meet a pupil's SEN that is 'additional to or different from' provision made for all pupils. The local authority must make sure that the special educational provision specified in an Education, Health and Care Plan (EHCP) is made for the pupil.

For a pupil receiving SEN Support, a school must use its 'best endeavours' to make sure that special educational provision is made to meet a pupil's SEN. Schools must also follow the SEND Code of Practice 2015 which expects schools to involve parents in decisions about how their child's needs are met.

Element 2 is called the *notional* SEN budget because no-one tells schools exactly how they should spend their money. When funding is delegated to

schools, they can spend it in the way they think is best. However, schools have a duty to identify, assess and make special educational provision for all pupils with SEN; and the local authority has a duty to set out what schools are expected to provide from their delegated budget. This information can be found on the **SEND Local Offer** on the City of London website.

Element 3: top-up funding

If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their **high needs block**.

Element 3 is provided by the local authority for an individual pupil who has a high level of needs and schools are expected to use this funding to make provision for that individual pupil.

Funding for the provision specified in an EHC Plan comes from the local authority's high needs block, along with funding for the first £6,000 worth of provision from the school's notional SEN budget. The school will continue to provide this when they receive top-up funding for a pupil with an EHC Plan.

Section 2: Local Offer and Policies

All local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health & social care for children and young people in their area who have SEN or are disabled, including those who do not have education, health & care (EHC) plans. (SEND Code of Practice 4.1)

Schools must cooperate with the local authority to ensure the Local Offer provides a comprehensive, transparent and accessible picture of the range of services available.

What is the Local Offer?

The Local Offer contains information for parents and young people about services the local authority expects to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND). Services outside of the area, but which the Local Authority expects to be used by children, young people and their families, will also be included.

The Code of Practice explains that the Local Offer has two main purposes:

- to provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- to make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parent carers, and service providers in its development and review.

The Local Authority must involve parents, children and young people in developing and reviewing their Local Offer. Local services, including early years settings, schools, colleges, health and social care agencies, must also be consulted.

The Local Offer and the role of schools

- Schools have a duty to cooperate and work with the local authority to inform, develop and review the Local Offer.
- Schools must also publish a SEN Information Report on their own website which sets out all the information around SEN within their school.
- Schools should engage with children and young people with SEND and their parents when producing this information.

Local Authority's role (Family and Young People Information Service)

- Ensure the Local Offer is up-to-date with relevant information and services for families and is accessible to all.
- Engage with families including children and young people, education and service providers when producing this information, taking into consideration how it is laid out and how it will be made available to those who do not have access to the internet.

Parents, carers and young people can

- Use the Local Offer website as a key source of information on provision and services available.
- Provide feedback to the Local Offer about services or provision including any gaps or issues that they encounter (these are known as insufficiencies).

How will publishing this information help schools?

- the information will help to communicate to parents, and others who work with the school, how children and young people with SEN are supported.
- alongside the SEN Information Report, it provides clear profiles of individual settings and schools
- it will help to prevent misunderstandings which can sometimes make working together difficult
- co-producing the information with parent and children and young people will help to develop and strengthen partnerships
- It will be an opportunity to review processes and ways of working together
- it will provide clear, transparent information about how funding works in schools

Suggested framework for a SEND policy

Relevant legislation and key documents:

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice 2015

Values and Aims

- consider your school's aims, values and principles and how they reflect those of the Code of Practice e.g. the voice of the child, close partnership with parents, removing barriers whenever possible
- do all staff have high expectations for all pupils?
- how does the school intend to meet the diverse and individual needs of your pupils and families?

Name of SENCO:

- explain roles and responsibilities
- give details of any relevant qualifications/experience

Roles and responsibilities:

- check the policy against the Code of Practice
- work with staff to identify and review services for the Local Offer
- consider who is the main contact person for new parents
- ensure the policy is put into practice by all staff and volunteers
- liaise with staff, parents, pupils and outside agencies
- record and distribute reports and individual outcomes plans/ IEPs or Provision Maps
- set review dates
- co-ordinate meetings
- keep school leaders informed and up-to-date on SEND issues
- ensure the Local Offer is updated

Staffing and training

- describe your commitment to training and responsibilities of all staff
- describe your commitment to ensuring experienced practitioners will support pupils with additional needs
- describe any specialist qualifications and training
- detail the SEND training that has been accessed and is planned for and how information from training is shared across all staff?

Admissions arrangements

- explain how individual pupils are settled into your school and how you gather information with parents (cross-reference with Admissions Policy)
- explain staffing and how individual needs are met
- do you have any procedures/arrangements for making additional transition arrangements? E.g. Induction meetings with all involved professionals prior to admission

Partnership with parents

- how do you build a partnership with parents?
- how does the school work with parents about their child's strengths and areas of concern?
- do you have any set times when you are available to talk to parents?
- how can parents access your policies?
- how do you ensure early support and help for your families to improve outcomes for your vulnerable learners?
- how do you inform parents about the Information, Advice and Support Service (IASS) and, where appropriate, Independent Support? Do you have IASS information leaflets readily available in an accessible location?
- how do you monitor and review plans and progress with parents?
- how are parents helped to support their child's learning at home?

Identification and assessment

- how are individual pupils included, valued and supported?
- who will work with pupils who have SEND and how often?
- how is the learning environment and the provision differentiated and made accessible?
- how do you identify needs as early as possible which require actions that are 'additional to' and 'different from' the usual provision? *We recommend that whenever possible plans are in place within 6 weeks of entry into the school if pupils are identified as having a SEND*
- consider how you will meet the social, health and pastoral needs of pupils with SEND to ensure their well-being
- how do you enable the pupil to have a voice in their own learning and provision?

The graduated approach

- explain how you use a graduated approach with 4 stages of action: assess, plan, do and review
- allow space in your policy to explain how you will meet the needs of pupils with an Education Health and Care Plan or a Medical Needs Plan. How will you manage the referral process and support parents whose pupils have more complex needs?
- explain your approach to record-keeping

Resources and learning environment

- how are additional resources acquired and funded?
- describe the specialist resources available to the school
- how do you deploy staff?
- is the learning environment accessible for all pupils?
...consider access to the curriculum as well as physical adjustments
- how are all pupils included in extra-curricular activities and for trips to places outside the school?
- how will you ensure access to a full and balanced curriculum for all pupils?
- does your learning environment/learning opportunities ensure that your approach is inclusive?

Links with support services and outside agencies

- how are referrals made for external support and parental permission requested?
- what specialisms do staff have and what specialist services can the school access?

Transitions

- explain the transition process for when pupils move into new classes or on to college- cross reference with your transition policy
- explain your procedures for sharing information with other schools and colleges

Arrangements for dealing with complaints

- Cross reference with school's complaints policy.

Monitoring the policy

- explain how the policy is monitored, evaluated and reviewed annually by all staff and date the policy and review date
- when and how are the SEN Information Report and Local Offer updated and how are parents involved?

Points to consider when writing policies

Special Educational Needs and Disability Policy

- all schools require a written SEND policy to support pupils and promote inclusion
- the policy should not just be the work of the SENCO
- consider how you are going to involve & share with school leaders, staff and parents?
- discuss and reflect your school's values and goals in your policy
- make sure the policy is 'real' and reflects practice
- keep a vision of how you want to develop inclusion (SEF)
- your SEND policy should be tailored to your school (not just copied and pasted from a website)
- a written SEND policy should be available during an Ofsted inspection
- the policy must have due regard to the SEND Code of Practice (2015)
- avoid the overuse of jargon and abbreviations
- the SEN policy needs to be a standalone document, but will relate to other policies, especially the school Accessibility Plan.
- consider using appendices for sections that change frequently e.g. details of training

Promoting Positive Behaviour

- name the teacher responsible for behaviour management/pastoral lead
- identify the aims and principles of the policy
- explain how you work with parents
- detail your approach to using positive approaches, seeing behaviour as a form of communication and trying to understand the root causes for the behaviours
- explain the importance of personalised approaches and strategies
- explain how unsafe behaviour is risk assessed and managed
- explain how records will be kept and the format for recording behavioural strategies
- explain how the policy will be monitored and evaluated
- detail the training undertaken, specialist resources and use of specialist agencies

Equal Opportunities and Anti-discrimination

- include a link to the school Accessibility Plan
- identify the aims and principles of the policy
- explain how individual pupils's needs are met

- explain how pupils and families are valued and included
- detail approaches to promote value and respect for others
- detail your policy in relation to pupils, family, staff and committee when applicable
- detail your policy in relation to employment, resources, environment, curriculum, food and timing of events
- emphasise how staff team will be supported to challenge inappropriate attitudes and practices
- give details how you will review, monitor and evaluate the effectiveness of inclusive practices
- detail the training undertaken

The SEN Information Report

Schools must publish information for parents on their websites about the implementation of the SEN policy. The information should be reviewed and updated at least once each year and more frequently if changes take place. The SEN information report must include information about:

- the kinds of SEN that are provided for at the school
- policies for identifying pupils with SEN and assessing their needs
- the name and contact details of the SENCO
- arrangements for consulting parents of pupils with SEN and involving them in their child's education
- arrangements for assessing and reviewing pupils and young people's progress towards outcomes, including the opportunities available to work with parents as part of this assessment and review
- arrangements for supporting pupils in moving between phases of education and in preparing them for adulthood.
- the approach to teaching pupils with SEN
- how adaptations are made to the curriculum and the learning environment of pupils with SEN
- the expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for pupils with SEN
- how pupils with SEN are enabled to engage in activities available with pupils in the school who do not have SEN
- support for improving emotional and social development, including extra pastoral support and measures to prevent bullying
- how the school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils's SEN and supporting their families
- arrangements for handling complaints from parents of pupils with SEN about the provision made at the school.

The information should include arrangements for supporting pupils who are looked after by the local authority and have SEN and should be easily accessible by parents using clear, straightforward language. It should include

information on the school's SEN policy and named contacts for when parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

Accessibility Plans

Schools are required to have an **accessibility plan**. This is a statutory requirement (see DfE's guidance on statutory policies for schools).

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that **“schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”**.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the head teacher

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

How should an accessibility plan be published?

An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

For instance, a school may wish to publish its accessibility plan within an equality and diversity policy. A school's accessibility policy should be available on a school's website.

What should be included in an access plan?

The DfE's statutory advice document (2014) makes it very clear that **schools continue to have a duty to produce an Access Plan** which must be implemented. Schools' plans should reflect their intentions in three areas to:

1. Increase the extent to which disabled pupils can participate in the **curriculum**
2. Improve the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible **information** to disabled pupils.

(paragraph 4.29-30)

- For each aspect there should be short, medium and long term targets
- Success criteria should be included
- The plan should identify who is responsible for each target
- Timescales for completion must be indicated
- Resource implications should be costed and source of funding identified.
- Systems of evaluation and monitoring must be included
- Training needs should be identified (related to targets)

Useful Documentation/Web links

The following documents are useful in this process

The City of London Local Offer

<http://fyi.cityoflondon.gov.uk/kb5/cityoflondon/fyi/localoffer.page?familychannel=7>

The Equality Act 2010, GOV.UK – DfE , see page 29 (Adobe pdf file)

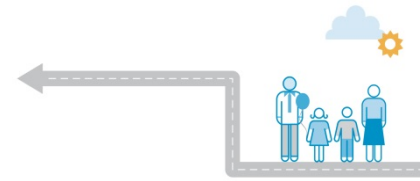
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Statutory policies for schools, GOV.UK – DfE (Adobe pdf file)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

Disability equality, Equality and Human Rights Commission

<http://www.equalityhumanrights.com/about-us/vision-and-mission/our-business-plan/disability-equality>



Section 3: Parent Partnership

Parents hold key information and have a critical role to play in their pupils's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. It is therefore essential that all professionals actively seek to work with parents and value the contribution they make.

Participation suggests a partnership of equals: teachers are experts in educating children; but parents are the experts in *their* children.

All those working with pupils should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that schools listen to and understand when parents express concerns about their child's development. (SEND Code of Practice paragraph 5.5).

Alongside this requirement to work in partnership with parents about their own children, there is also an expectation in the Children and Families Act and the SEND Code of Practice that parents will be active participants in all strategic developments about SEND in the school. Section 19 of the Children and Families Act also makes clear that schools should support parents to enable them to participate.

Parents as Partners

The evidence from research is very clear; the activities that take place at home have a large impact on children's learning and pupils do better if there is good partnership working between parents and schools.

Partnership encourages parents to be closely involved in their children's learning and also allows access to services that can help to support the whole family.

Positive relationships are central to partnership working. Clear and honest communication is needed within a framework of mutual trust and respect.

There should be no presumption about what parents can or cannot do to support their child's learning. It is important to be mindful that a lack of involvement may be due to any number of factors including fear, lack of confidence or awareness, so it is important to find ways to include parents in as many different ways as possible.

Evidence shows that effective schools are able to:

- build supportive relationships with parents, using active listening
- understand why parents and the home learning environment are so important
- work with a wide range of parents including fathers, parents from different cultural backgrounds and parents who themselves may have additional support needs
- draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths and the things they enjoy as well as areas of additional need
- identify any difficulties as early as possible and know when and how to involve other specialist services
- tailor information to meet individual parent's needs
- maintain regular contact through planned meetings and informal opportunities
- support parents to develop the confidence, knowledge and skills to help their children
- be aware of parents' feelings, concerns and the personal and emotional investment they make
- respect the validity of different views and seek constructive ways to solve any problems

What about parents who are unable or unwilling to work alongside school staff?

Not all parents will be able to attend meetings during the school day. Meetings in the evening or by phone are often more convenient for families. Parents may have many competing demands on their time, especially if their child has additional needs. Many parents are happy to be kept informed about what is happening in school via regular emails or texts and are more likely to respond when that response can be short and instant.

It is important to think about how accessible you are – not just in terms of the physical position and layout, but in terms of how welcoming you are to those parents who are less confident.

Teachers often talk about 'hard to reach' parents but it is often the school that is 'hard to reach' for the parents. Are parents really 'hard to reach' or are they just scared to come in?

What helps parents to work with school?

When parents say what they need from teachers, their comments usually include the following:

Someone who:

'Really likes my child and knows them well'

'Listens and doesn't tell us what to do'

'Understands if we are a bit late sometimes'

'Cares about our family as well as my child'

'Gives me time to talk'

'Smiles and has a sense of humour'

'Helps my child learn'

'Keeps me informed'

Person-centred and family-centred approaches

Person-centred approaches and planning is all about enabling pupils and their families to be active participants in the process of planning how to achieve their aspirations and outcomes for their life. The views of pupils and families must be sought at all stages of the processes of identifying and planning outcomes.

The key features of person-centred approaches are:

- teachers and support staff take a holistic view of each unique family
- teachers and support staff are open and transparent about their concerns and what they would like to do to help
- consent to seek and share information in an informed and transparent manner
- provide alternative ways of gathering and recording pupil's views
- the views and ideas of the family are sought and valued, acknowledging their knowledge and experience
- meetings are welcoming and inclusive – school staff avoid jargon and are prepared to listen as well as to contribute
- are flexible about where and when meetings are held
- provide alternative ways to gather and record the views of the pupil and family

Person-centred reviews

Reviewing progress is an essential part of the graduated approach and allows pupils and families together with practitioners to focus on the progress that is being made. Reviews also highlight where progress is not being made and provide opportunities for practitioners and families to refocus and understand the barriers to improvement and the next steps that need to be taken.

Maintaining a person-centred approach is vital to enabling participation from pupils and families. Some ways of doing this include;

One-page profile

A One Page Profile captures all the important information about a pupil on a single sheet of paper under three simple headings:

- what people appreciate about me,
- what's important to me and
- how best to support me.

A one-page profile helps to support people better by:

- Helping build better relationships by understanding what really matters to the pupil and how he or she can best be supported
- Providing a record that can move with the pupil as they transition from class to class, from school to college, or service to service
- Being regularly updated to reflect pupils's changing circumstances and aspirations
- When school staff also have create their own One Page Profiles, pupils feel they get to know the real person, rather than just the job title

Important to /Important for

Working in a person-centred way requires that we understand what matters to a pupil, not just what their needs are. We need to learn both what is important to the pupil and what is important for them, and find the balance that works for them. This is then recorded on a one-page profile.

Working/ not working

To develop outcomes and actions, we must first work out what is and isn't working for the pupil - looking at things both from their perspective and from others' perspectives. Working/nor working works through this to develop outcomes and actions to make sure the change happens.

Good day, bad day

This person-centred thinking tool supports conversations about what a good day is like, from when a pupil wakes up to when they go to bed. The same detailed information is then discussed for a bad day. This helps to identify what is important to the pupil – both what must be present in their day and what must not happen.



Parent Partnership Discussion Format – sample

| | |
|---|-----------------------|
| Name of pupil: | Date of Birth: |
| Date of discussion: | |
| Who was present? | |
| What are the difficulties or needs you are worried about? | |
| What approaches have been tried so far? | |
| What effects have been noticed? | |
| How would you like things to change? | |
| Are there other factors you think might be important? | |
| How are parents/carers and other adults involved? | |
| What are the views of the parent/carer? | |
| What are the views of the pupil? | |
| Is any other agency involved? | |
| What will we do to meet the needs of this pupil? | |
| Actions: To be carried out by: | |
| Review date: | |



Department of Community and Children Services

City of London
PO Box 270
Guildhall
LONDON EC2P 2EJ

REQUEST FOR EDUCATIONAL PSYCHOLOGY INVOLVEMENT

Please discuss with EP before completion.

Name:

Date of Birth:

Address:

Tel:

Ethnicity:

Home language:

Parent/carer agreement

Date:

I give full permission for the Educational Psychology Service to be involved and for information to be stored on the City of London database and shared with other agencies, as appropriate.

Parental/carer views:

Name (please print)

Signature:

Relationship to pupil:

Involvement requested by:

Title:

School:

Most recent assessments & any other school-based assessment information

| | |
|--|-----------------------------------|
| <p>Please summarise this pupil's: Strengths</p> | <p>Needs</p> |
| <p>Strategies in place (please attach IOP/IEP or Provision Map)</p> | <p>Outcomes for each strategy</p> |
| <p>Other outside agencies</p> | <p>Outcomes</p> |
| <p>What outcomes would you like to achieve for this pupil and how might the EP help you to achieve them?</p> | |



Section 4: The Graduated Approach

The graduated approach: Assess, Plan, Do, Review

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of pupils and young people.

SEND Code of Practice 0-25 6.44

SEN support should be offered through a graduated approach with four stages of action: **assess, plan, do and review.**

Assess: the form tutor and the SENCO meet with the pupil and parents to discuss the pupil's strength and needs. This is an opportunity to bring together all the information relevant to the pupil's needs. Sometimes there will be a need for more expertise to identify the nature of the pupil's needs and other specialist agencies may be involved as part of the identification process.

Plan: Where it is agreed with parents to provide SEN support, the SENCO, pupil and parents should agree the outcomes they are seeking from the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

Plans should:

- take into account the views of the pupil
- identify the support and intervention provided to meet the outcomes identified for the pupil
- detail the evidence-based interventions and support to be used

Do: Teachers and support staff implement the agreed interventions or programmes.

The SENCO supports subject teachers to monitor the pupil's progress and address any issues that emerge.

Subject teachers plans opportunities for the learning from withdrawn interventions to be consolidated back in classrooms.

Review: on an agreed date, the form tutor, pupil, parents and the SENCO meet to review the pupil's progress and evaluate the impact and quality of the provision.

They may then decide to:

- adapt the provision
- plan next steps

Remember you are also:

- reviewing your practice
- the inclusiveness of your school
- the effectiveness of the strategy/ies you have tried

Evidence based Individual Outcomes Plans

While there is no longer a statutory requirement to have an IEP, you do need evidence of your actions, and an Evidence Based Individual Outcomes Plan (IOP) to fulfil the "Assess, Plan, Do Review" cycle.

These plans should be parent friendly and set out:

- Why special help is being given - **Assess**
- What special help is being given - **Plan**
- Who will provide the help and how often - **Do**
- What help parents can give the child at home – **Do**
- When the plan will be updated – **Review**

The IOP

- Should be an assessment, planning, teaching and reviewing tool
- Should underpin the process of planning interventions for the individual pupil with SEN
- Should set out clearly the pupil's needs, what interventions and support are to be implemented; how the interventions and support will be delivered, and how often the 'additional to and different from' provision will take place.
- Is the structured planning of the differentiated steps and requirements needed to help the pupil achieve identified targets and outcomes.
- Is a working document for all staff

- Must be accessible and understandable to all concerned

It should contain

- Short term targets set for the pupil
- The interventions or strategies to be used
- The provision to be put in place
- When the plan is to be revised
- Pre-intervention assessment information
- Success or exit criteria
- Be signed by the parent
- Take into account information from other professionals

Planned targets should be SMART and should provide an appropriate level of challenge. The pupil's strengths should underpin the targets and strategies

**SPECIFIC
MEASURABLE
ACHIEVABLE
REALISTIC
TIME LIMITED**

SUMMARY - A GOOD Individual Outcomes Plan SHOULD

- be easy to use
- focus on key difficulties
- include 2-4 specific measurable targets
- involve parents
- monitor progress
- be regularly reviewed
- link with existing planning
- be implemented by all staff working with the pupil

Continue to Assess and Review.

Remember that the assess-plan-do review cycle might equally apply to:

- Trying a new routine
- Introducing a new activity or resource
- A new policy or procedure for the whole school.

So what is an outcome?

According to the Code of Practice an outcome is “**the benefit or difference** made to an individual **as a result of an intervention**”

Outcomes should do the following:

- Lay out the steps to be taken, in order for the pupil to progress in their learning and be best prepared for the next stage or phase of their education
- Set out what the pupil needs to achieve by the end of a phase or stage of education in order to enable them to successfully progress to the next phase or stage.
- Be personalised to the pupil (reflecting their own and their family's priorities (i.e. what matters to them and what they want to achieve)
- Be about more than academic achievement and attainment (e.g. building positive relationships with peers)
- Be SMART.

Child-centred outcomes are those which reflect what is important **to** as well as what is important **for** the individual child.

What is important **to**: focuses on what the pupil thinks.

What is important **for**: focuses on what others think is important for the pupil.

Well-defined outcomes

- Are clearly linked to what matters to the pupil (and his or her family), his or her interests and activities, the people he/she values, the places he/she most enjoy as well as his/her long-term aspirations
- Are positive (build on something that is working well or changing something that doesn't work well)
- Are written in terms that are meaningful for the pupil (i.e. simple, concrete, child-centred) and are SMART

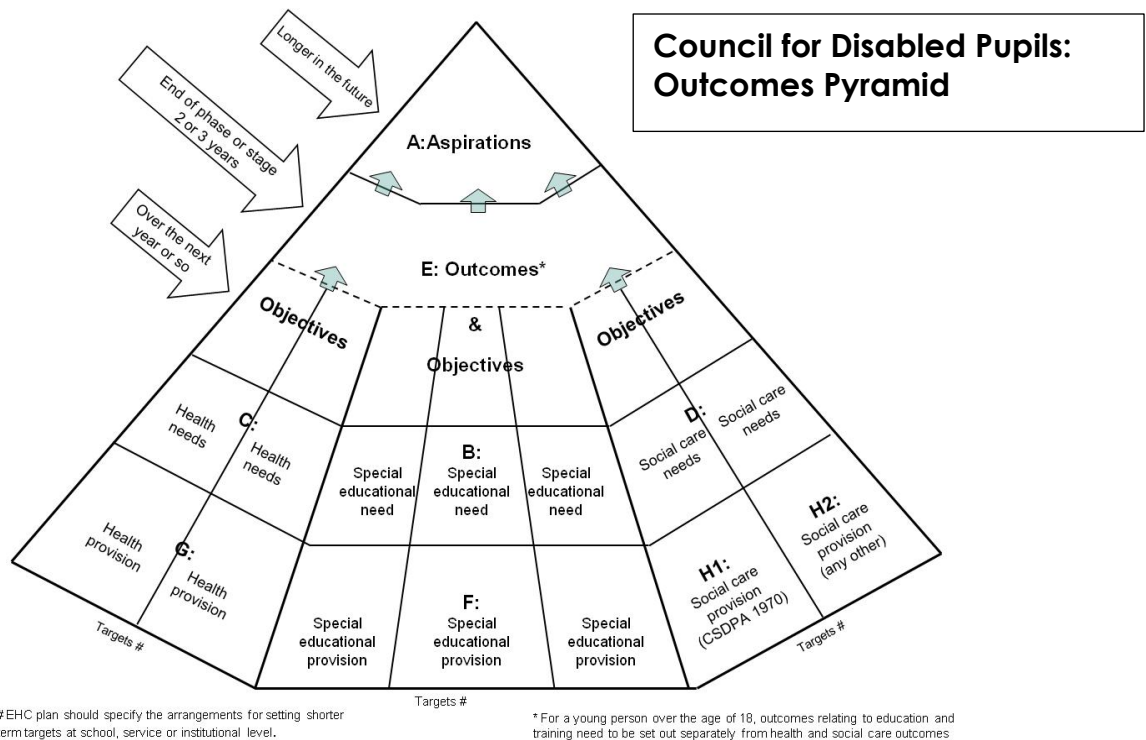
Asking the following questions can help you to define outcomes:

- What would it give the pupil?
- What would it do for the pupil?
- What would it make possible for the pupil?

For example:

Outcome: "I will be able to travel to school independently"

- What would it give the pupil? *Greater independence*
- What would it do for the pupil? *Raise self-esteem*
- What would it make possible for the pupil? *A chance to interact with peers*



Pupils with SEND at risk of exclusion

Pupils who have SEN Support and those pupils with Education, Health and Care Plans have the highest exclusion rate in the UK. The Department for Education found that pupils with SEND are over 7 times more likely to be permanently excluded than pupils without.

Pupils with SEND, such as Autistic Spectrum Disorder (ASD), are particularly vulnerable to being excluded because they have difficulties in processing sensory information or communication and this can lead to misunderstandings, sometimes resulting in them exhibiting challenging behaviour. The National Autistic Society reported that 17% of pupils with ASD have been suspended from school; 48% of these had been suspended three or more times; 4% had been expelled from one or more schools.

Persistent disruptive behaviour was the most common reason provided by schools, accounting for over a third of all permanent exclusions and over a quarter of all fixed term exclusions.

Research indicates that what is best for a whole-school community also benefits groups of pupils and individuals at risk of exclusion but that targeted and specialist interventions are necessary and can have significant impact.

Types of exclusion

Only Head Teachers can exclude pupils from school and must only do so for disciplinary reasons.

It is unlawful to exclude a pupil because the school believes it is unable to meet his or her SEND. The school must assess the additional support need by the pupil put in place the necessary provision to meet those needs, including if required, support from external professionals, such as an educational psychologist.

Schools should ensure that when a pupil with SEND is at risk of exclusion, an immediate review of the SEN Support should be held to address why the child is at risk and to work out what further support or change of support is required.

For pupils with an EHCP, the exclusion process is not appropriate. Where a pupil's behaviour is such that exclusion is considered, an immediate, emergency annual review meeting should be called to review the current provision and to discuss and agree any necessary changes to that provision.

Unofficial or informal exclusions (like sending a pupil home to 'cool off' or reducing a pupil's timetable on the basis that the school can't meet the child's needs) are unlawful – even if parents have given permission for their child to go home.

A **fixed period exclusion** is where a pupil is temporarily removed from school. Pupils can only be removed for a maximum of 45 days a year, even if they have changed schools within that year.

For the first five days of exclusion, schools must take reasonable steps to set and monitor work for the pupil to complete. The formal letter from the head teacher setting out the reasons and conditions of the exclusion should also specify how the school will provide work for the pupil to complete during the first five days. Work that is provided should be accessible and achievable by pupil outside of school.

If a pupil is permanently excluded, then the local authority has a duty to provide an alternative provision that will be able to meet the pupil's needs. If the pupil has an EHCP, the local authority must also consult with the parents before naming the alternative provision. The EHCP remains a legally binding document and the local authority has a continuing duty to provide the educational provision set out in section F.

Key Adults and Agencies Involved

Pupil's Name:
Name of School:

Date of Birth:
Last updated:

| Role/Agency | Name(s) | Contact Details | Action/Update Details & dates |
|-------------------------------------|----------------|------------------------|--|
| Parents/Carers | | | |
| Form tutor | | | |
| SENCO | | | |
| School nurse | | | |
| Educational Psychologist | | | |
| Speech and Language Therapist | | | |
| Occupational Therapist | | | |
| Physiotherapist | | | |
| Paediatrician | | | |
| Sensory Support | | | |
| GP | | | |
| Early Help/Social Worker | | | |

When a pupil starts at your school with other professionals already involved

BEFORE the pupil starts

Gather information - What are the pupil's needs? Strengths?

| | |
|--|--|
| Talk to parents | |
| Get permission to obtain further information/talk to other professionals | |
| Gather reports | |
| Invite parent and pupil to visit and make observations of how they are in the school | |

Do we need to know more?

| | |
|---|--|
| Would a transition meeting be useful? | |
| Arrange transition meeting if appropriate | |

How can we meet the pupil's needs?

| | |
|--|--|
| Preparation needed | |
| Equipment needed | |
| Training needed | |
| Invite other professionals to visit the school to provide advice | |

To ensure a successful, safe start do we need.....?

| | |
|-----------------------------------|--|
| A settling-in plan | |
| A Care Plan for any medical needs | |
| A Risk Reduction plan | |

STARTING at the school

Use all your good transition strategies

| | |
|--|--|
| Establish a good relationship with the pupil and his/her parents | |
| Allow for a settling-in period | |

If support from an additional person is being considered we need to consider "why?"

| | |
|--|--|
| What will they do? | |
| Can we cover this with our own staff and out of our own funds? | |
| Can we employ an extra person if needed? | |

| | |
|--|--|
| Will we need to apply for funding for support? | |
| What training will be needed? | |
| How long will the adult support last and how will we measure the impact? | |
| What is the plan to enable the pupil gradually to manage without additional support? | |

Good practice says we should...

| | |
|---|--|
| Agree a support plan | |
| Co-ordinate targets with other professionals, taking into account the pupil's and parents' priorities. | |
| For pupils with complex needs we <i>may</i> need to consider an application for an Education, Health and Care needs assessment. If so, we need to gather information e.g. observations, reports, support plan, Care Plan, Risk Reduction Plan, summary of needs, etc. | |

Support Plan Monitoring Sheet

Pupil's Name: D.O.B:

Form Tutor:

| | |
|-----------------|----------|
| Target(s): | |
| Week beginning: | Comments |
| | |

Individual Outcomes Plan

Outcomes expected for end of current stage or phase.

-
-
-

Name:

DOB:

Date:

| Targets / steps towards outcomes: <ul style="list-style-type: none"> • • • | | | | |
|---|--|------------------|---|-------------------------|
| Steps (What will the pupil do?) | Who will do it? (Who will support?) and How to do it (How is the adult going to support? What strategies will they use?) | Resources needed | How is it going? (to be completed for review meeting) | Pupil's comments |
| | | | | Pupil's comments |
| | | | | Pupil's comments |
| | | | | Pupil's comments |

| | | | | |
|-----------------------------------|--|--|--|--|
| | | | | |
| Signed by parent/carers: _____ | | | | |
| Signed by Form Tutor/SENCO: _____ | | | | |
| Review Notes: | | | | |
| Date of review: _____ | | | | |
| Signed by parent/carers: _____ | | | | |
| Signed by SENCO: _____ | | | | |

Signed by parent/carer: _____ Date: _____

The Individual Outcomes Plan is a **planning, teaching** and **reviewing** tool.



A GOOD PLAN SHOULD

The SEN Code of Practice states:

6.53 The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

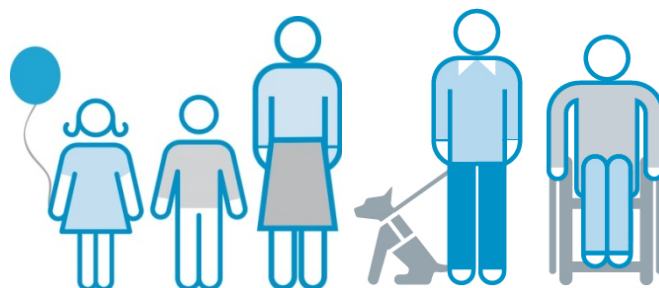
6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. Subject teachers, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

6.56 Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must cooperate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

By following the cycle of the **graduated approach**, gathering information about different aspects of the pupil, you will be building a profile of strengths and needs. Remember to continue considering the following questions:

- What are the pupil's strengths?
- How long have they been in the school?
- What experience did they have before starting at the school?
- What other experience do they have outside school?
- What progress has the pupil made during their time in the school?
- What strategies are known to be most and least effective?
- What additional resources do I need to have ready that are likely to support learning?
- How independent is the pupil in learning across the curriculum?
- What particularly motivates and engages him/her?
- What specialist support has been involved that I can draw on?
- What are the parents/carers perspectives on their child's learning and development?



Section 5: Preparing for Adulthood

Preparing for adulthood

The title of Chapter 8 of the SEND Code of Practice (2015) is 'Preparing for adulthood from the earliest years' so, clearly, the expectation is that schools will begin this preparation well before Year 9, and the focus on aspirations and outcomes underpins this. The process of looking forward to adulthood through aspirations, and then identifying the outcomes the child or young person needs to achieve by the end of the next key stage or phase of education to reach those aspirations, is embedded throughout the SEND reforms. All professionals working with and for children and young people with SEND need to listen to and acknowledge pupils' ambitions for the future; and must have high expectations of what they can and will achieve.

Aspiration: a long term ambition or goal – not necessarily achievable

Outcome: what the pupil will achieve by the end of the next stage or phase of education or training. An outcome is an end point and is not about the services provided to the pupil.

Provision: the support and/or interventions provided to enable the pupil to achieve his or her outcomes.

The Code of Practice defines preparing for adulthood as preparing children and young people for:

- . higher education or employment
- . independent living arrangements, including supported living
- . participating in society,
- . participating in, and contributing to, the local community, and
- . being as healthy as possible in adult life.

7.38 p122

Professionals should focus primarily on the pupil's strengths and capabilities, in addition to their special educational and other needs. Thinking of these 'needs' as barriers to a pupil's learning and achievement makes it easier to decide what the school, college, or service should do to help their pupils overcome the barriers. High aspirations will look beyond academic achievement into social and emotional well-being, mental health, employment, independent living, and the pupil's full participation in his or her community.

The aspirations of pupils with SEND must inform the development of the curriculum and extra-curricular opportunities. Schools can work in partnership with local business, other agencies and voluntary sector organisations to develop these opportunities, and to help pupils understand what is available to them as they get older, and what it is possible for them to achieve.

The intention is increasingly to give pupils choice, control and freedom over their own lives as they get older. This choice and control extends to their education, the support they receive, the work they do, and where and how they live. It will involve schools in supporting pupils to develop strong friendships and other relationships and giving them opportunities to explore different options for training, employment and leisure activities.

In many schools these additional expectations will be nothing new, and these schools will have person-centred approaches and systems in place on which to build. These schools listen to and so understand the interests, strengths and motivations of their pupils with SEND and use this information on which to plan high quality support and provision around them. A good starting point is to work with local organisations for disabled people, and to enable all pupils to get to know adults who are disabled and who are successful in work, sport, or the arts, or who make a significant contribution to their own community.

Making decisions

A key aspect of preparing pupils for adulthood is for them to begin to be, and to be enabled to be, involved in and make their own decisions about their own future- their education, their social life and, increasingly, the provision made for them and the support they receive. For many pupils with SEND this will be a natural development, but others will need frequent opportunities as they move through secondary school to make decisions for themselves, and to take on as much control of their own lives as possible.

Pupils with SEND often have fewer opportunities to make their own decisions than do other pupils, particularly if they have a high level of adult support. It is not uncommon to see a teaching assistant choose where a pupil will sit, which pen she should use, or even be carrying the pupil's bag!

When pupils reach the end of compulsory school age (that is the end of the academic year in which they turn 16), under the Children and Families Act 2014 the right to make their own decisions applies to them directly, rather than to their parents. That isn't to say that parents should have no part in supporting their son or daughter when important decisions have to be made; but the young person must be happy for them to do so, and the final decisions rest with the young person.

8.13 As young people develop, and increasingly form their own views, they should be involved more and more closely in decisions about their own future. After compulsory school age (the end of the academic year in which they turn 16) the right to make requests and decisions

under the Children and Families Act 2014 applies to them directly, rather than to their parents. Parents, or other family members, can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so, and it is likely that parents will remain closely involved in the great majority of cases.

SEND Code of Practice 2015

From the end of the school year in which they turn 16, young people have specific decision-making rights about EHC plans. These rights are:

- to request an assessment for an EHC plan (which they can do at any time up to their 25th birthday)
- to make representations about the content of their EHC plan
- to request that a particular institution is named in their EHC plan
- to request a Personal Budget for elements of an EHC plan
- to appeal to the First-tier Tribunal (SEN and Disability) about decisions concerning their EHC plan

Year 9 onwards

From year 9 the SEND reforms require those supporting young people to focus on wider life outcomes such as:

- employment – especially paid employment
- independent living (increasing choice and control over life and support, and good housing options)
- community participation (friends, relationships and community inclusion), and
- health and wellbeing.

This shift of focus does not mean that the academic curriculum is less important – academic progress and qualifications remain key indicators of positive outcomes for all young people, including those with SEND.

High quality preparation for adulthood requires a joined up, person-centred approach based on co-production, holistic planning and multi-agency working. The underlying principles of person centred practice are about improving people's life chances by focusing on what is important to them; their aspirations and assets and using evidence of what currently is working and not working to develop outcomes. More information about person centred approaches and other valuable resources can be found on the Preparing for Adulthood website at www.preparingforadulthood.org.uk.

Preparing for adulthood reviews

High-quality and effective preparation for adulthood is essential for all pupils with SEND, whether or not they have an EHC plan. It is perhaps even more important for pupils without EHC plans because there is no statutory mechanism on which to base the planning. All the elements of preparing for adulthood outlined below are relevant for pupils at SEN Support, and can be used as starting points for discussions with pupils and their parents.

From Year 9, all annual reviews of EHC plans will have planning for transition as the main focus. Discussions about a pupil's future should focus on what he or she wants to achieve, and the best way to support him or her to fulfil that achievement. Planning for preparation for adulthood must be built into the revised EHC plan and include a consideration of what post-16 options will be right for the individual student.

The planning process starts with an agreement on ambitious outcomes which focus on what the pupil wants for his or her future - and what he or she needs to be able to do by the end of the key stage to be able to achieve these aspirations.

To prepare pupils for adulthood, planning in reviews of EHC plans should include:

- Identification of what provision needs to be put in place to prepare the pupil for further or higher education, training or employment. This will include:
 - identifying appropriate post-16 pathways and opportunities that will enable pupils to achieve their outcomes. These post-16 pathways include training options such as supported internships, apprenticeships and traineeships, and support to help pupils to find and keep jobs, such as work experience or an employment mentor;
 - Agreement of the support required to enable the pupil to live independently, including identification of what decisions the pupil wants to make for him or herself, and how they will make their own decisions as they become older. This will include;
 - where the pupil wants to live in the future, who he or she would prefer to live with, and what support is likely to be needed in order to achieve these preferences
 - identification of what support the pupil will need to stay healthy in adult life, including the planning with health services around the transition from specialist children's services to adult health care. The age at which this transition to adult services happens can vary, and so it is important that the pupil and his or her family understand when this will happen for them
 - consideration of how the pupil will be helped to participate in

the local and wider community. This will include finding solutions to issues such as mobility, transport, involvement in social activities, and developing and maintaining friendships and relationships.

(SEND Code of Practice 2015 8.10 p125-126)



Section 6: Transitions

Information sharing is an important part of helping parents, carers and practitioners to recognise pupils' progress and understand their needs in a transition process. The effective sharing of information is part of high quality provision during periods of change from primary to secondary school, transitions within schools, and between schools and colleges, and will help pupils and families.

The SEN Code of Practice states:

SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process.

The School Admissions Code of Practice requires pupils and young people with SEN to be treated fairly.

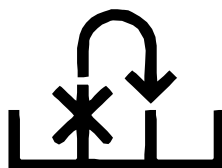
Admissions authorities:

- **must** consider applications from parents of pupils who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan (page 26)

Transitions

Effective transitions are important for all practitioners and the following should support you to plan and implement effective transitions and ensure robust systems are in place. They should also act as a useful prompt when reviewing and developing policies.

Makaton symbol for "Next"



Transition to secondary school

The transition to secondary school is potentially stressful for all pupils but that stress is often more significant for pupils with SEND. So, it is especially important for primary and secondary schools to work together to anticipate and plan to support pupils throughout the process. This includes support well before the transition- for some pupils this might be across the previous 12 months, continuing over the summer break, and well into Year 7. This support does not necessarily mean additional adult involvement; rather it is about all staff having the necessary training and information to understand the pupil and to meet his or her individual needs and interests.

Supporting parents

- offer parents a meeting with you and the pupil's prospective form tutor
- visit the primary school to meet the child in a more familiar setting and to find out more from his/her current Year 6 teacher
- if parents do not want to meet, consider how you can share information from the primary school. What does the parent want shared? Is this in your policy?
- a transition meeting can be an informal discussion between the parents, form tutor and SENCO – it does not have to be a roomful of professionals.
- does the pupil's primary school have permission to share inclusion plans, letters or reports from other professionals, care plans?
- as well as each pupil being an individual so is each family – consider their needs when arranging transitions
- do you need to translate any information or documents?

Working with primary schools

- ensure early communication with primary schools
- invite primary school SENCOs to visit your school
- arrange transition visits for pupils with SEND – this can be within your Pastoral Support arrangements
- visits to primary schools can include meeting parents as well as pupils and teachers
- request written transition documents
- offer primary schools and parents books or links to a website containing photographs of your school and key staff
- consider how you would plan for a pupil with SEND who turns up unexpectedly – and include this in your policy

The following are some prompts to consider and discuss with parents during initial visits:

Pupils and their families

- pupil's names and correct pronunciation

- pronunciation of other family members' names
- what languages are spoken and understood by your child? You? Parents? Wider family members?
- what are your child's main interests at the moment?
- how does your child usually react to new situations and with new people?
- how do you think your child will settle into secondary school?
- what do you think he/she will particularly enjoy?
- is there anything we need to know to make the transition process as easy as possible?
- do you have any concerns about your child's development?
- will your child need any support for personal care?
- does your child have any allergies/medical conditions that we need to be aware of?
- is there anything your child should not eat?

Sharing information about your school

- inform parent/carers about the ethos of the school; why and how you promote inclusion
- your provision for pupils with SEND, identification through monitoring, what parents/carers should do if they have a concern – who they should talk to, the support services that can be called on, the name of the SENCO (explain the title and have an up to date photo for identification). Explain where the SEN Information Report and SEND Policy are kept and have hard copies available
- explain the procedures for transition– taster sessions, etc.
- talk about what you will do to help during the settling-in process.
- the names of the head of year, form tutor and other key adults– have photos to share
- mention what your arrangements are for lunch, breaks, etc.
- explain the importance of the ongoing dialogue between home and school.
- outline how you deal with accidents/illness, your legal Safeguarding responsibilities, the importance of current emergency contact details
- mention how you promote and encourage positive behaviour; what the expectations are for pupils/parents/carers/staff; how you work with pupils and families, the named member of staff responsible for this area and where the policy is kept

General

- you need the contact details of at least one familiar adult to contact in an emergency, explain why you need this information and say how important it is that you are kept advised of any changes.
- who has legal responsibility? Do you need to consider creating a 'safe password'?
- is there anything else you would like to ask or tell us?

The following are some prompts parent may wish to consider when contacting and/or visiting prospective secondary schools for their child:

- arrange a visit with the Head, Deputy or SENCo so someone is available to answer any questions you may have. Ask for a tour of the whole school
- how large are the class groups? What additional support is available?
- what are the transition procedures? Are they flexible? Can my child make additional transition visits?
- what system of regular communication / feedback do you have in place to discuss progress or concerns?
- what other support services are available within the school? (i.e. Educational Psychologist, Speech and Language therapist).
- what after extra-curricular activities are available? How inclusive /accessible are the activities?
- what supervision is in place outside at lunchtimes and breaks?
- who do I talk to about my child's progress or any concerns I may have?
- what sort of behaviour strategies does the school use? Is there a behaviour policy and a named person responsible for behavioural learning?
- what sort of strategies does the school use to deal with bullying?
- how often are inclusion plans reviewed and are parents / carers invited to the review?
- What sort of SEND support is available in Year 7? And higher up the school?
- what experience and training do the staff have in supporting pupils with SEND?
- what sort of strategies are used in school to support pupils with SEND?
 - visual timetables?
 - Are there any support groups, such as a language group?

Moving from school to college or work

The final transition from school should be a celebration of shared experiences, successes, and friendships. By the end of Year 11 most pupils will have forged happy and lasting memories, feeling secure and accepted by their school. Academic and vocational achievements and qualifications will be important but equally important will be how well the school has prepared them for the move to further education, training, or a job.

The five years of a secondary school career need to be focused on preparing pupils for the next stage of their lives. But it is a fine balance; give too much support and the pupil will become dependent on adults; give too little or the wrong support and the pupil won't have the necessary skills to move forward. Remember that it is most unlikely a young person will have one-to-one adult support in further education or an apprenticeship– and they will certainly need to be independent in order to hold down a job.

Any next placement should have been decided months before a pupil reaches the end of Year 11 and s/he or she should have made numerous visits and be very familiar with the college or workplace. All the logistics of the new college or workplace need to be worked out and organised.

- How will s/he get there?
- Who will meet him/her?
- Are the toilets accessible?
- What will s/he need to take with him?
- What happens on days when s/he has no lessons?
- Who can s/he talk to if s/he is upset or anxious

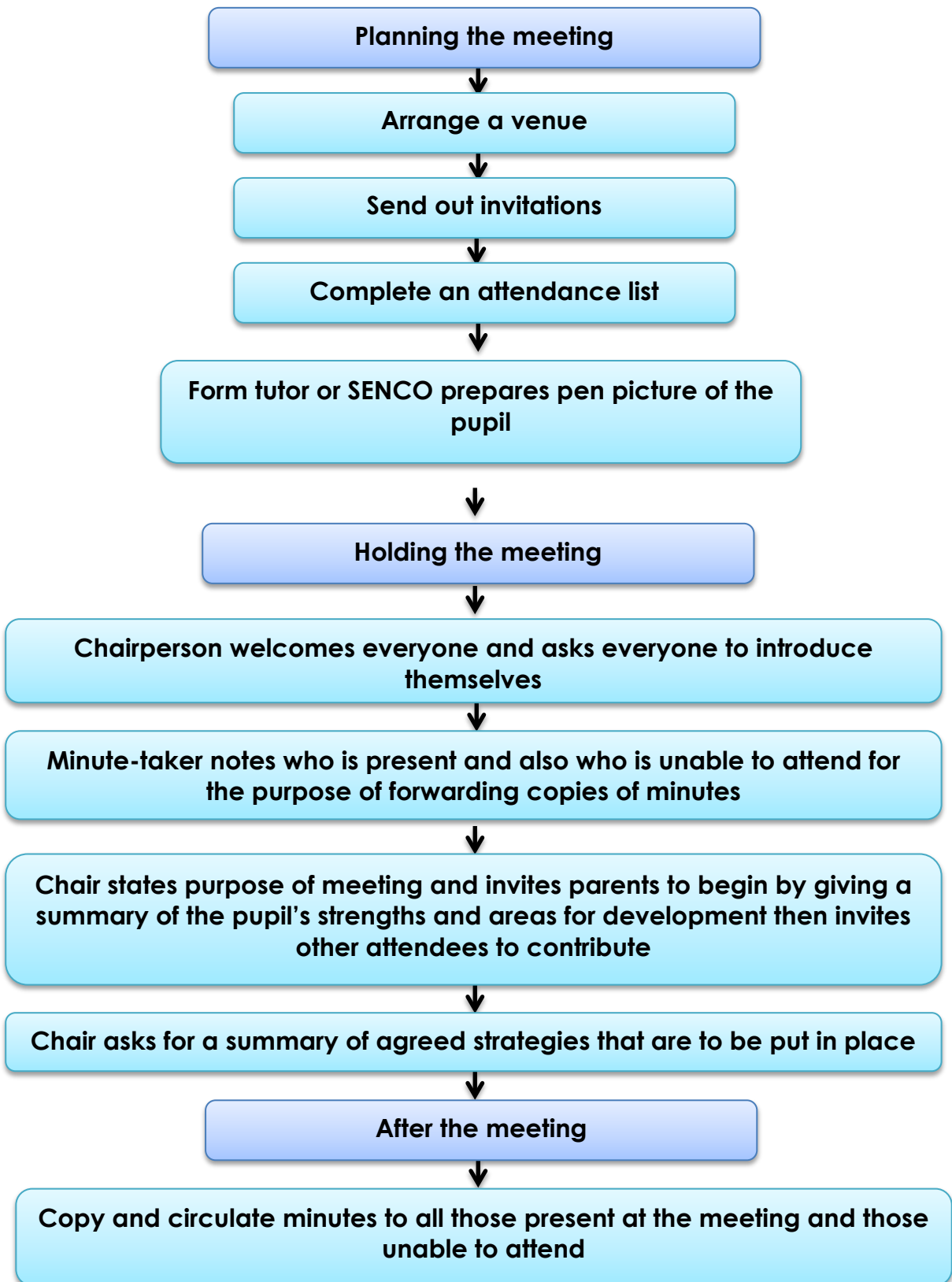
These might appear to be trivial issues, but these are the issues that can cause tremendous anxiety for young people and their families unless resolved. Specialist training for independence, such as in travel training or personal care, will help students to do as much for themselves as possible and will make them feel more confident in college or work.

Summary

All pupils have to move through major changes and transitions throughout secondary school and into further education, training, or employment. We cannot avoid these changes and transitions for pupils with SEND, but we can ease their way, and we must prepare them to manage, and eventually to flourish, in the adult world. Whatever steps schools take to help pupils with SEND through transitions will also help other pupils who may be less confident, or who have other difficulties in their lives.

Transition meetings flowchart

The following provides a suggested overview for transition meetings with schools.





School Name
School Address

Consent for liaison with outside professionals at times of transition

In accordance with our SEND policy, it is our responsibility to share relevant information with outside agencies at transition times in order to support pupils's progress.

Transition times involve a significant amount of change and every pupil has the right to have their individual emotional needs met and coherently supported from one setting or school to the next.

Wherever possible we will always discuss with you in the first instance, any information that will to be shared.

Declaration

I do/do not give permission for (name of school)
..... to discuss my child with outside agencies.

Please state any agencies that you do not want me to discuss your child with.....

I understand that by contacting other agencies
(name of school)is working in
partnership with us as parent/guardian/carer to meet the needs of
Pupil's name..... Date of
Birth.....

Signature of parent/guardian with parental responsibility

.....
Please print your name.....

Date.....

(Headteacher's
signature).....Date.....

You have the right to withdraw your consent to share information at any time

Consent withdrawn

Signed.....

Record of Transfer from Primary to Secondary School

To be completed with the child's parent/carer

My name is:

I like to be called:

My date of birth is:

My home language is:

My place in my family is:

Significant People with Parental Responsibility:

My primary school is (contact details):

My gender:

Start Date

**This is me
(Insert photograph – optional)**

Other significant people to me:

My Year 6 teacher is:

I have extra support from:

**I have these medical needs
(including allergies and dietary requirements):**

Other professionals who help me:

My attendance is (%):

What I like to do outside school:

My social worker's name is:

My interests are:

Data Protection Act 1998

Please note that personal details supplied on this form will be held and/or computerised by this setting for education purposes only.

How you can help and communicate with me:

Areas of strength

What does the pupil need help with?

What is in place to support this (inc. equipment)?

What else needs to be in place to support this?

Any confirmed diagnosis:

Please list:

- **any successful strategies**
- **any activities that interest and motivate the pupil**
- **Possible stress factors in the secondary school environment**

Does the pupil have an EHC Plan in place?

Parent/Carer's Comments: Our hopes and dreams for our child's future are:

Date:

INVITATION TO TRANSITION MEETING (Sample)

Child's Name:

DOB:

ADDRESS:

I am writing to invite you to a transition meeting, which has been arranged for **Pupil's Name** on **Date of meeting** at **Time of meeting**.

This meeting will take place at **Venue of meeting**.

This will be an opportunity to discuss and begin to plan for **Pupil's Name** transition into our school.

It would be helpful if you could either forward or bring with you any relevant reports.

Please complete the reply slip below and return it to the above address.

Yours sincerely
[SIGNATURE]

Name and Role

Transition Meeting Reply Slip

Name of pupil –

I will / will not be able to attend the Transition meeting on

I will / will not be sending a report.

Signed:

Date:

Name:

Minutes of Transition/Planning Meeting (Sample)

Name of Pupil:

Address:

D.O.B.

Parent/Guardian:

Date of Meeting:

Name of receiving School:

EHCP:

Present at Meeting:

Apologies:

Background Information/Main concerns:

Reports and Information considered:

Main points of discussion:

Summary of agreed strategies

Action points:

Further action and review arrangements:

Signed:

Date:

C.C. Parent
Anytown Primary School
Anytown High School
Other attendees
Professionals involved with the child who were unable to attend the meeting

This information is **confidential** to parents and those concerned professionally with the child

Example:

Anytown Primary School
Bishops Lane
Duckford
DM14 6NH
Tel: 01234 123456
Email: anytown@abc.co.uk

Minutes of Transition Meeting**Pupil's Name:** Hermione Smith**Address:** 17 Anytown Corner, Duckford. DB14 6MF**Date of Birth:** 21/09/07**Parent/Guardian:** Mr and Mrs Smith**Date of Meeting:** 20/06/17**Name of receiving school:** Anytown High School**EHCP** ✓**Attended by:**

Mr and Mrs Smith (Parents), Harry Motter (SEnCo) and Ron Measley (Teacher) Anytown Primary School, Katie Bell (SEnCo Anytown High School) Mathilda Bagshot, (Autistic Nurse).

Apologies:

Amelia Bones (Speech and Language Therapist), Penelope Clearwater (SEn Caseworker), Angelina Johnson (Dietician), Dr Jordan (GP), Dr Lestrangle (Paediatrician)

Background information/Main concerns:

Hermione has had a diagnosis of Autistic Spectrum Disorder since September 2012. She has been attending Anytown Primary School since reception, always with 1:1 TA support. Hermione has reviews with the Autistic Nurse every 6 months. Hermione has to follow a gluten free diet due to gluten intolerance. She currently has monthly speech therapy.

Reports and information considered:

Reports Ron Measley (Hermione's Year 6 teacher), Amelia Bones (Speech and Language), Dr Lestrangle (Paediatrician), Angelina Johnson (Dietician), Dr Jordan (GP), Mathilda Bagshot (Autistic Nurse), Penelope Clearwater (SEn Caseworker).

Verbal feedback from Mr and Mrs Smith (Parents)

Main points of discussion:

- Hermione is having successful speech therapy appointments. She has a visual timetable and her vocabulary has increased significantly over the past year.

- Hermione likes routine and can become distressed if this is altered with no advance warning.
- Hermione is reading at Stage 5 of the Oxford Reading Tree scheme
- Hermione loves being outside and plays well with her classmates.
- She can use the toilet independently but sometimes needs support in this area.
- Mrs Smith (Hermione's Mother) is anxious about her daughter starting secondary school and unsure how she will cope. Shared visits to the school should help allay these concerns and these will be put into place after Easter

Summary of agreed strategies:

- Continuation of monthly speech therapy appointments as required by Hermione's EHC plan.
- Implementation of an individual visual timetable for Hermione.
- A buddy scheme to be implemented to support Hermione over the first few weeks in secondary school
- Shared visits to the school with parents and TA.
- Take photographs of the school and key staff so that Hermione can become familiar with the setting.
- Appoint a SEN assistant to work with Hermione in school.
- Make an appointment for a meeting with the school meals service to implement gluten free school meals.
- Update training for all staff on autism and effective classroom strategies
- Parents to forward a copy of Hermione's EHC plan to the school so that they can be fully aware of her requirements.

Signed:

Date:

Name and position held:

This information is **confidential** to parents and those concerned professionally with the pupil

Cc.

Mr and Mrs Smith (Parents)

Hannah Abbott, Julia Chaplin (Pre-school)

Harry Motter (SENCo), and Ron Measley (Teacher) Anytown Primary School

Mathilda Bagshot (Autistic Nurse)

Amelia Bones (Speech and Language Therapist)

Penelope Clearwater (SEN Caseworker)

Angelina Johnson (Dietician)

Dr Jordan (GP)

Dr Lestrangle (Paediatrician)

Teresa Macnair (Health Visitor)

Examples of possible agreed strategies

- Training issues (usually for the receiving school)
e.g. Implementing visual timetables
- Transition visits to school
- Photos of school and key staff to help familiarise the pupil
- If not already in place, link diary for when a number of professionals are involved with the child.
- Informal visits to the school
- Informal update meeting/s with the school SENCO and / or Head of Year 7/ form tutor.
- Meeting with new Support Assistant prior to starting school.
- A plan of structured entry into school
- Visit to the primary school by secondary SENCO / Head of Year 7/ form tutor
- Meet with key staff from primary school to share strategies they have found to be successful.
- Where appropriate, Medical Care Plan updated for entry to school as necessary.
- Where appropriate, physiotherapist / occupational therapist visit school / setting to assess environment.

Transition Meeting Plan (Sample)

Name:

DOB:

Primary school:

Secondary school:

Present at Meeting

Date:

| Name | Role | Contact Details |
|-------------|-------------|------------------------|
| | | |
| | | |
| | | |
| | | |

Child's Interests:

To be completed prior to meeting

Strengths:

To be completed prior to meeting

Areas for support

To be completed prior to meeting

Strategies that are working well

To be completed prior to meeting

Next Steps to support successful transition

To be completed at the meeting

| Agreed Actions | Who is involved? | Time Scale |
|----------------|------------------|------------|
| | | |

Additional Information

Care Plan

Inclusion plan

EHC plan

other/specify

Reports included:

Signed:

Date:

_____ Parent
_____ Primary School
_____ Secondary School



Section 6: Education, Health and Care Plans

The SEND code of practice 2014 states that:

9.1 The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years' settings, schools or colleges (as set out in the information on identification and support in Chapters 5, 6 and 7). Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

9.2 The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child
- provide a full description of the child's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes



Considering an Education, Health and Care Needs Assessment and Plan:

If you are considering making a request for an Education, Health and Care Plan, it is advisable to contact the SEND Team for advice. A member of the SEND Team may be invited to attend a review of the pupil's IEP or IOP and offer the following advice:

- to contact a particular service that has not been engaged with already but that will be able to further support the pupil;
- to liaise with other professionals to suggest a different approach that may yield the desired outcomes and review (usually in another 6 weeks);
- to collate all evidence, which includes views from the pupil and family and make a request for Education, Health and Care Plan.

Education, Health and Care (EHC) Plans

Some pupils with significant educational needs may require a higher level of support through a statutory Education, Health and Care Plan.

An EHC plan is a legal document prepared by the local authority that describes the specialist support children and young people with complex and long-term special educational needs will require to make progress in their education and learning and to achieve their full potential.

An EHC plan:

- Can apply to children and young people from birth to 25 years (if the person stays in education or training)
- Describes a child or young person's strengths and needs
- Brings together in one place all the information about a child or young person and the support needed from education, health and social care
- Is designed in partnership with families to enable pupils with complex and long-term needs to set their own goals for what they want to achieve, now and in the future.

Requesting an Education, Health and Care needs assessment:

When, following reviews of an IEP or IOP, it is believed that the pupil has special educational needs that require additional resources over and above the school's delegated budget, an Education, Health and Care Needs Assessment may be necessary. To request an EHC needs assessment, apply in

writing to the City of London's Lead SEND Adviser who will arrange for the request to be considered by a multi-agency panel of professionals from education, health and social care known as the SEND and Transitions Panel.

All requests are decided against consistent and rigorous criteria which consider:

- whether the pupil has complex special educational needs and/or disability that affects their everyday life
- whether the pupil needs support over and above that which is normally available in their school or setting
- whether the pupil needs intensive support from other services such as health and/or social care
- what support is already in place under the Local Offer and the school SEN Support arrangements
- the progress the pupil is making with the support he or she is currently receiving

Please note: Pupils whose health or care needs are considered exceptional but whose educational needs can be met from the resources normally available to the school do not normally require an EHC plan.

The address is:

Lead SEND Adviser,

Education and Early Years Service

City of London Corporation

PO Box 27

Guildhall North Wing

London EC2P 2EJ

The Education, Health and Care planning process (20 weeks)

The statutory process begins when a request has been received by the Local Authority from:

- the parent or carer of a child or young person;
- a young person
- a person acting on behalf of a school/ academy, (this should be done with parental knowledge and agreement wherever possible). Please refer to the Code of Practice 2014 (Section 9.9) for further information.

A Multi-Agency SEND Panel meets each month to consider requests for an EHC needs assessment and based on the evidence presented will make a decision whether an EHC needs assessment is necessary. The Local Authority must make a decision and communicate that decision to the parents or young person within 6 weeks of receiving the request.

If the decision is not to proceed with an EHC needs assessment, a member of the SEND Team will contact the parent/carer and SENCO with the reasons given by the Panel together with any recommendations, for example updated professional advice may be required, or needs are being met, or could be met, from within the school's resources and can continue to be met through an IEP/IOE/provision map.

If the decision is to proceed with a EHC needs assessment, the SEND Team will request advice from all those already involved with the child or young person.

At this stage, the SEND Team will contact the school to ask them to co-ordinate a meeting to be held prior to the multiagency SEND Panel.

The evidence gathered during the needs assessment will be used by a designated member of the SEND Team to form the basis of the Draft EHC Plan. The SENCO will be contacted by the SEND Team to co-ordinate a meeting to bring together all those involved with the child or young person to discuss the Draft EHC Plan. This meeting will be to capture;

- Aspirations - what the pupil and his or family's hope for in the future,
- Outcomes (maximum of 8) - what will the pupil need to have achieved in the next two or three years in order to achieve his or her aspirations,
- Needs – what educational, health or social needs will get in the way of the pupil achieving his or her outcomes, and
- Provision – what needs to be put in place to support the pupil to achieve his or her outcomes.

It is helpful at this stage for the SEN Team to provide an indication of the level of resource and cost needed to meet the outcomes identified.

The Draft EHC Plan will be taken to Panel for a decision on the level of resourcing. Once agreed, a final Education, Health and Care Plan is issued with a specified review date.

Reviewing Education and Health Care Plans

The Annual Review process is an essential tool in order to review and monitor an Education and Health Care Plan. It is a statutory requirement for the Local

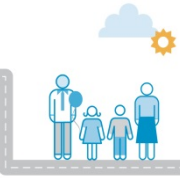
Authority to review an active plan at least annually in order to monitor and evaluate outcomes and the impact of the special educational provision. Where there are extenuating circumstances that do not allow for the review to take place within the 12 month period, parent/carer permission should be sought in writing and the school should inform the Local Authority. The review process should reflect the natural circumstances of the pupil's situation at that time, for example review dates may need to be moved to relate more appropriately to a key transition.

The review process is a natural opportunity to ensure that the family and the pupil are fully involved in planning and decision making with regards to provision and personal budgets, where applicable. It is good practice for schools to use person-centred approaches in their planning and implementation of the review meeting. There is further guidance about this model and approach in the Code of Practice.

The purpose of the review is to ensure that monitoring and planning is focussed on the pupil's needs and to identify the progress made against the outcomes since the previous review. As a result it is essential that a variety of viewpoints are captured to inform the decision making in this process, and that all relevant adults and professionals involved with the pupil are invited. Invitations to the annual review should be sent out at least 2 weeks before the meeting. Following the review meeting, copies of the paperwork should be sent out to all parties who had been previously invited and any additional adults as agreed at the review. After the review, paperwork should be received by the SEND Team within 10 school days or before the end of a school term, whichever is the earliest date.

The documentation from the EHC annual review and the subsequent revisions to the plan must be absolutely clear and specific about the support the young person needs to achieve his or her aspirations. It must also identify how the pupil will have increasing choice, control, and decision-making about his or her own support - how that support will be made available, and who will provide it.

Annual Review paperwork is available at _____. More detailed statutory guidance can be found in the Code of Practice.



Section 7: Additional Information

| Glossary of Special Educational Needs and Disabilities (SEND) Terms and Abbreviations | |
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| Senco/SENCO | Special Educational Needs Coordinator |
| SEND | Special Educational Need and Disability |
| ASD/ASC | Autistic Spectrum Disorder Autistic Spectrum Condition |
| CDU | Child Development Unit |
| AOS | Autism Outreach Service |
| CoP | Code of Practice |
| EYA | Early Years Adviser |
| EP | Educational Psychologist |
| EHCP | Education, health & care plan |
| SALT | Speech and Language Therapist |
| Physio | Physiotherapist |
| OT | Occupational Therapist |
| VI | Visual Impairment |
| HI | Hearing Impairment |
| PD | Physical Difficulties |
| MSI | Multi-sensory Impairment |
| SI | Sensory Integration |
| ADHD | Attention Deficit Hyperactive Disorder |
| SLCN | Speech, Language and Communication Needs |
| BESD | BESD Behavioural, Emotional and Social Difficulties |
| SpLD | Specific Learning Difficulty |
| FSW | Family Support Worker |
| CAMHS | Pupils and adolescents mental health service |

- **The City of London Local Offer** (<http://fyi.cityoflondon.gov.uk/kb5/cityoflondon/fyi/localoffer.page?familychannel=7>) - is a guide to services, events and activities that are available for pupils and young people with special educational needs (SEN) and disabilities aged from birth to 25 living in the City.
- **The City of London Family Information Service** (<http://fyi.cityoflondon.gov.uk/kb5/cityoflondon/fyi/home.page>) – is an online resource providing information, advice and guidance about early years education, childcare, schools, leisure activities, places to go and other family support services available to families with pupils and young people aged from 0-25 living in the square mile.
- **IASS Tower Hamlet** (<http://cyp.iassnetwork.org.uk/service/parents-and-young-people-advice-information-and-support-service/>) – provides independent support for parents and young people undergoing statutory assessment for EHCPs. They also offer a weekly SEN Support group and Bengali Parents Support Group.
- **KIDS** (<https://www.kids.org.uk/london-independent-support>) – supports families and young people through the Education, Health and Care (EHC) needs assessment process and with developing an EHC plan
- **Contact** (<https://contact.org.uk/>) - supports families with the best possible guidance and information and help families to campaign, volunteer and fundraise to improve life for themselves and others.
- **Communication Trust** (www.thecommunicationtrust.org.uk) – aims to highlight the importance of speech, language and communication across the pupils's workforce and to enable practitioners to access the best training and expertise to support the communication needs of all pupils.
- **Royal College of Speech and Language Therapists** (<https://www.rcslt.org>) – the professional body for speech and language therapists in the UK, providing leadership and setting professional standards.
- **I CAN** (www.ican.org.uk) – experts in helping pupils with communication difficulties and unlocking their potential and supporting early communication and language. Visit their website to download a range of resources, training courses and find out more about I Can's Early Talk programme.
- **Elkan** (www.elklan.co.uk) – aims to improve the interaction and communication skills of pupils and young people by training those who live and work with them.
- **Family and Parenting Institute, Early Home Learning Matters** (www.familyandparenting.org) (EHLM) – brings together the evidence about the vital role played by parents in securing good outcomes for pupils, and provides practical information about how to plan and implement effective services to involve parents in their pupils's learning from birth to age 5.

- **Makaton (www.makaton.org)** – with Makaton, signs or symbols are used with speech in spoken word order. Using signs can help people who have no speech or whose speech is unclear.
- **National Autistic Society (www.autism.org.uk)** – provides specialist help, information and care for pupils, adults and families across England. Their local services include residential homes, one-to-one support, support in your home, daytime hubs and support in further and higher education.
- **Royal National Institute for the Blind (RNIB – www.rnib.org.uk)** – provides practical and emotional support for blind and partially sighted people.
- **Deaf Pupils's Society (www.ndcs.org.uk)** – is dedicated to creating a world without barriers for deaf pupils and young people.
- **Attention Deficit Disorder Information and Support Service (ADDISS – www.addiss.co.uk)** – provides people-friendly information and resources about Attention Deficit Hyperactivity Disorder to anyone who needs assistance - parents, sufferers, teachers or health professionals.
- **Social, Emotional and Behavioural Difficulties Association (SEBDA – www.sebda.org)** – SEBDA is a multi-professional organisation that has been a registered charity since 1975. SEBDA is committed to social inclusion and to building capacity in mainstream schools in the support of pupils with social, emotional and mental health difficulties.
- **SCOPE (www.scope.org.uk)** – provides information for all those who have a physical impairment, learning disability or any other condition.
- **British Epilepsy Association (www.epilepsy.org.uk)** – has a range of books, booklets and factsheets about epilepsy.
- **Cystic Fibrosis Trust (www.cysticfibrosis.org.uk)** – funds cutting-edge research, drives up standards of care and supports people with the condition and their loved ones.
- **Centre for Studies on Inclusive Education (www.csie.org.uk)** – is a registered charity and registered company working to promote equality and reduce discrimination in education. They support schools and other education settings through talks, training and consultancy nationally and internationally. They also offer resources for schools, local authorities, academy chains, parents and students, including student teachers.
- **Muscular Dystrophy (www.muscular-dystrophy.org)** – supports professionals caring for someone living with a muscle-wasting condition.
- **Multiple Sclerosis (www.mssociety.org.uk)** – funds research, gives grants, campaigns for change, provides information and support, invests in MS specialists and lends a listening ear to those who need it.
- **Spina Bifida and Hydrocephalus (www.shinecharity.org.uk)** – provides specialist support from before birth and throughout the life of anyone living with spina bifida and/or hydrocephalus, as well as to parents, families, carers and professional care staff.

- **Down's Syndrome Association (www.downs-syndrome.org.uk)** – is the only organisation in the UK focusing solely on all aspects of living successfully with Down's syndrome.
- **SOS!SEN (<http://www.sossen.org.uk>)** – is a free independent and confidential helpline for parents and others looking for information and advice on Special Educational Needs.
- **Independent Parental Special education Advice (IPSEA - www.ipsea.org.uk)** - – is a national organisation providing legal advice via comprehensive website, advice line, call-back service and training.

Useful Documents & Publications

- **SEN code of Practice 2015:**
[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)
- **Special educational needs and Disabilities: a guide for parents and carers:**
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- **Department for Education SEND newsletters:**
<https://councilfordisabledpupils.org.uk/help-resources/resources/department-education-send-newsletters>