



**Statement of the special educational  
provision expected to be available in  
City settings and schools for children and  
young people with special educational  
needs and/or disability (SEND)  
aged 0 to 25**

**2020-2022**

**City of London Corporation  
Department of Community and Children's Services  
Education and Early Years' Team**

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# 1. Whole setting/school response to Special Educational Needs and Disabilities (SEND)

What is expected to be provided as part of good or better teaching for all learners<sup>1</sup>

\*The term 'parent' is used throughout and is intended to cover any additional main care-givers.

**a) The setting<sup>2</sup> or school identifies any special educational needs as early as possible and puts relevant provision in place to meet those needs.**

A range of appropriate assessment tools are available, either within the setting or school or through an external agency, to identify learners' strengths, learning preferences and precise barriers to learning and achievement.

**b) The setting or school aims to meet the needs of all learners in the community.**

The setting or school has an Accessibility Plan and supports learners with SEND to have full access to all aspects of life at the setting or school.

Accessibility plans must be aimed at:

- increasing the extent to which all learners, including learners with disabilities or additional needs, can participate in a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development and prepares learners for the opportunities, responsibilities and experiences of later life
- improving the physical environment of schools to enable disabled learners<sup>3</sup> to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled learners.

*The Equality Act 2010 and schools (2014) Section 4.29 page 29*

**c) All teachers/practitioners and support staff are trained to understand and meet the needs of learners with the most common special educational needs.**

This includes training in awareness of the needs of learners with Autism Spectrum Disorder/Condition, Specific Learning Difficulties/Dyslexia, Social Emotional and Mental Health Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Speech, Language and Communication Needs.

Settings and schools are committed to creating and maintaining inclusive learning environments (for example, learners have access to quiet areas when they feel anxious; lessons/activities are planned to meet the learning needs of all learners). In schools, the SEN Information Report which provides information for parents on how learners with SEND are supported is available on the school website.

**d) Assessment information is used effectively.**

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<sup>1</sup> 'Learner' is used throughout and by this we mean all children and young people aged 0 to 25.

<sup>2</sup> 'Setting' is used to cover all early years providers, sixth form colleges, further education colleges and any other education establishments

<sup>3</sup> 'Disabled learners' is used to encompass learners with disabilities and those with additional needs.

All teaching strategies and programmes are based on information about learners' development including their academic progress, emotional and social aspects of development, and well-being.

**e) The setting or school provides effective support throughout education and training.**

The setting or school supports learners and their families throughout all transitions (home into early years setting, early years setting into primary school, or primary school to secondary school, and so on).

The setting or school works with other places of learning to prepare for transitions.

**f) Teachers/practitioners make their teaching accessible for everyone in their rooms/classes.**

Teachers/practitioners have the skills to adapt their teaching to take account of each learner's individual learning needs.

All teachers/practitioners understand and use the graduated approach (see the definition on page 6) for learners with special educational needs.

Teachers are supported to receive additional training on special educational needs.

**g) The requirements of the Equality Act 2010 are included in policies and practice.**

Teachers/practitioners and support staff understand the relevant equality laws and accessibility requirements.

School leaders/setting managers understand that the disability requirements of the Equality Act 2010 are anticipatory and cover prospective learners as well as learners already in the setting or school.

The policies and practice in the setting or school help learners to overcome barriers to learning and promote understanding, tolerance and acceptance.

**h) The setting or school works with parents.**

Parents are viewed as full partners in their child's education. They are involved in making decisions about the provision to be put in place for their child.

Families have a named person to go to if they have concerns about their child.

The setting or school gives parents support and resources to help their child's learning at home.

Parents are involved in developing and reviewing the setting/school policies and practice.

**i) Provision is matched to the learner's needs and is focused on helping the learner to make progress.**

Learners are assessed regularly and progress monitored. If not enough progress has been made, the quality of teaching and support will be reviewed. If teaching is found to be of a high quality, extra or different provision will be put in place.

All provision is based on evidence and matches the individual learning needs of the learner.

If a learner has support from a learning support assistant (LSA), teaching assistant (TA) or 1-1 support worker, that support is closely monitored. All support from TAs is reviewed at least annually.

**j) Healthcare plans are put in place and monitored effectively.**

Settings and schools, in partnership with parents and health professionals, prepare healthcare plans for any learner who needs one to maintain their health.

**k) Support is available for emotional well-being, mental health and social development**

Effective measures are in place to prevent bullying and make sure all learners feel safe in school.

## 2. Targeted Support for individuals and small groups

In addition to high quality teaching - for some learners

**a) Small group interventions based on extra assessment.**

Decisions about interventions and groups are based on diagnostic assessment (see definition on page 6). Advice and support is requested from outside agencies.

In schools, a provision map includes a range of group interventions available for the most common areas of need (known as *high incidence needs*), such as dyslexia or Autism Spectrum Disorder. In settings, the local offer section of the information available to parents clearly highlights the range of support available to children in their care.

Time-limited, evidence-based interventions (see the definition on page 6) are led by trained staff in accordance with the delivery guidance of each intervention.

Learning from interventions delivered outside the classroom is reinforced by teachers back in the classroom. In early years settings, interventions delivered by health partners is reinforced by the key person back in the setting.

**b) Staff are trained to identify and assess needs and to deliver interventions appropriate for the range of needs in the setting or school.**

Teachers/practitioners are trained to identify needs and put in place short term interventions to improve learners' progress.

Some staff have specialist training in high incidence needs (such as dyslexia or speech and language difficulties) and understand the range of assessments available and the most effective teaching and learning strategies.

**c) All interventions are regularly monitored by the senior leadership team**

The effectiveness of interventions is regularly evaluated by teachers/practitioners and monitored by the SENCO and senior leadership team (SLT)/manager.

All interventions aim for an accelerated rate of progress and are evaluated usually every six weeks, and at least every term.

Targeted interventions complement whole class/group teaching.

Teaching assistants or 1-1 support workers add value to the work of teachers rather than replace them.

**d) For learners with SEND, the graduated approach is recorded in a plan.**

The results of SEND provision are captured in a document such as a Support Plan, Individual Education/Outcomes Plan or provision map that includes the cost of the provision.

Except in exceptional circumstances, learners will usually have had at least two cycles of the graduated approach before being referred for additional funding or statutory assessment. This is so that the effect of provision at SEN Support can be identified and evaluated effectively. However, for some learners, each cycle of the graduated approach may be very much shorter, and schools/settings should always seek advice where they have significant concerns.

### **3. Personalised learning: Longer term SEND Provision**

**In addition to the Whole Setting/School response and Targeted Support for individual and small group short-term interventions, for a few learners.**

Small group or one to one, evidence-based interventions, tailored to precise learning needs that have been identified by diagnostic assessment.

Structured therapeutic programmes planned and monitored by an external professional or therapist.

Learning from interventions delivered outside the classroom is reinforced by teachers back in the classroom. In settings, learning from interventions delivered by professionals is reinforced by the key person in the setting.

For learners with an EHC plan, the plan describes the provision and strategies needed to meet the learner's needs. Some of that provision may need to be delivered one to one. An annual review will gather evidence of progress towards the outcomes in the EHC plan. (see the definition of page 6)

When a referral for an EHC Needs Assessment is being considered, evidence will be needed about the assessments that have been carried out and the outcomes achieved. This will include evidence of effective implementation of advice from outside professionals such as educational psychology or speech and language therapy.

An early Help assessment may have been completed in conjunction with parents / carers for a learner who has additional needs and requires the support of the team around the child (TAC).

Where necessary, staff create and keep to a healthcare plan to maintain a learner's health. The health plan is then monitored by specialist staff.

**Additional information about high quality teaching, targeted interventions, and specialist provision- including provision for SEND - can be found in the SEND Provision Matrix.**

## 4. Definitions

<b>Diagnostic assessment</b>	A form of pre-assessment that allows a teacher to determine learners' individual strengths, weaknesses, knowledge, and skills prior to teaching. It is used to identify learners' needs and to guide lesson and curriculum planning.
<b>Early Help</b>	Early help is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life.
<b>Education, Health and Care Plan</b>	An Education, Health and Care (EHC) Plan is a legal document that describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve.
<b>Evidence-based structured interventions</b>	Interventions that have been evaluated by an external organisation, typically using a randomised control trial. Information about such interventions can be found on the Teaching and Learning Toolkit at <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</a>
<b>Graduated approach</b>	A step by step approach which takes the form of a four-part cycle (assess/plan/do/review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and progress.
<b>Healthcare plans</b>	Some children will have a Healthcare Plans due to their medical needs. Such a plan is essential for any child with: <ul style="list-style-type: none"> <li>• Daily prescribed and emergency rescue medication</li> <li>• Eating and drinking needs</li> <li>• Moving and handling needs</li> </ul>
<b>High Incidence Need</b>	Special educational needs that occur more frequently, e.g. specific learning difficulty, communication difficulties, autism spectrum conditions, emotional, social and mental health difficulties, sensory impairment, etc.
<b>Low Incidence Need</b>	Special educational needs that do not occur frequently, e.g. severe learning difficulties, severe visual/hearing difficulties.
<b>SEN Support</b>	When a learner has been identified as having special educational needs, schools should take action to remove barriers to learning and put effective special educational provision in place. This is known as SEN Support.
<b>Special educational provision</b>	Provision which is additional to, or different from, the educational provision generally made at a school or setting. For children under two years, it can be educational provision of any kind.
<b>Structured therapeutic programmes</b>	Programmes that are put in place to address a learner's individual needs regarding well-being and/or behaviour, such as the TEACCH programme or ABA.
<b>Transitions</b>	When a learner moves from one setting to another, or from one room to another. This is a time that needs careful planning for children with SEND. Commonly referred to when children move into reception or school, from primary to secondary school and from secondary school/setting to employment, training.