



SEN

SPECIAL EDUCATIONAL NEEDS

# LEGISLATIVE CONTEXT

Children and Families Act 2014

SEN Code of Practice

- New requirement for LAs, health and care services to commission services jointly for SEN and disability
- LAs to publish a clear, transparent 'local offer' of services - Livewell Cheshire West
- More streamlined assessment process, co-ordinated across education, health and care
- New 0-25 Education, Health and Care Plans for those with more complex needs
- New statutory protections for young people aged 16-25 in Further Education
- A new duty on health commissioners to deliver the agreed health elements of EHC plans

# WHAT IS SEN?

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

A child or young person 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/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children **aged two or more special educational provision** means educational provision that is additional to or different from that made generally for other children of the same age in mainstream schools, maintained nursery schools, or by relevant early years providers. Early Years Inclusion Funding is available.
- For children **under two years of age, special educational provision** means educational provision of any kind.

# WHAT IS NOT A SPECIAL EDUCATIONAL NEED BUT COULD IMPACT ON THE CHILD'S ABILITY TO LEARN?

It is not always clear whether the child's rate of progress indicates a SEN or whether there are other factors affecting learning. Other factors that may impact on progress and/or attainment may include:

- Attendance and punctuality.
- Health and welfare.
- English as additional language
- Quality of teaching and learning

# FOUR BROAD AREAS OF SEN

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Sensory and Physical

# SEN SUPPORT IN THE EARLY YEARS

## Children aged 0-2

- It is likely that a child under two with SEN may have complex developmental needs that were identified at or shortly after birth by parents/carers and /or health professionals.
- A very small number of children will have complex medical, physical and sensory needs that require a **multidisciplinary approach** to personalise their learning.
- Prior to the child starting in an early years setting, an **Action for Inclusion Meeting** will be held with parents/carers and relevant professionals to ensure the child's needs are understood by all and appropriately met.
- For some children with highly complex needs a request for an **Education, Health, Care (EHC) Needs Assessment** will be considered.
- The Integrated Review at Age 2. This brings together the **EYFS Progress Check** at 2 years with the **Healthy Child Review** (HCR) at 27-30months.
- Health professionals make an 'Early Notification' to the Local Authority.

# WHAT HAPPENS WHEN A SPECIAL EDUCATIONAL NEED IS IDENTIFIED?

- It is very important that special educational provision is made. This should be:
  - evidence-based
  - focused on the identified need
  - its impact should be monitored over time
- Support for the child is not dependent on a 'diagnosis' but on addressing the need that has been identified.
- Should always include early discussion with the child and their family/carers as they know their child best.
- SEND support is known as the **graduated approach**.

# GRADUATED APPROACH – ASSESS, PLAN, DO, REVIEW

## PHASE ONE – INITIAL CONCERN

- Quality First Teaching / The Universal offer.
- Range of skills and attainment
- Curriculum / resource / task differentiation.
- In class support / small groups
- Monitor attainment and progress
- Review and set targets - share.
- Discuss and involve parents and carers

## PHASE TWO – SEN SUPPORT

- Holistic, targeted SEN Support
- 'Element 2' - Person Centred Planning
- Specific / standardised assessments
- Targeted intervention - 'relevant, timely, purposeful'
- Additional 1:1 adult support.
- Professional or outside agency advice
- Share with parents and carers throughout. Co-produce.



# GRADUATED APPROACH – ASSESS, PLAN, DO, REVIEW

- Key Questions at this stage:
  - Do we have a clear, shared understanding of the child / young person's needs? Is this underpinned by appropriate assessment tools and advice? Evidence. Are there gaps in our understanding?
  - Has targeted intervention and relevant, timely and purposeful action been planned, carried out and reviewed?
  - What is the impact of action so far - attainment / progress towards outcomes? Teachers / SENCO professional judgement is key.
  - Next steps?
  - Repeat... termly, half termly dependent upon age / stage of development and specific need.
  - Consider an application for Top Up Funding (one year)

# SUPPORT

School staff; teachers, learning mentors, pastoral team

Sencos (Special Educational Needs Co-Ordinator in every school)

Designated teacher (DT) in each school has responsibility for helping school staff understand children in care and ensuring that the child has a voice. They help to co-ordinate the Personal Educational Plans (PEPs) to ensure progress.

Virtual school

Early Years Specialist Teaching Service

Autism Service

Hearing Impairment and Visual Impairment Teams

SEN Advisory Officer

Educational Psychology Service

Special School Outreach Offer

Health teams - SALT, OT, Physiotherapists, CAMHS

# EHCP NEEDS ASSESSMENT

- What is an EHCP? It is a legal document which describes a Child/Young Person's special educational, health and social care needs, explains the outcomes and provision given to meet those needs and how this will help the Child / Young Person to achieve their aspirations.
- When to apply? **When the assess, plan, do, review cycle has been robustly followed, and evidence indicates that the pupil has SEN and may require longer term provision at a higher level of support and funding than can be provided from the resources normally available to a setting.**
- Who can apply? Anyone with parental responsibility, young people over 16, settings. Others can notify the Local Authority of a concern.

## AN EHCP IS NOT...

- an automatic pathway to a change of setting or special school
- a 'quick fix' - particularly for Emotionally Based School Non-Attendance or anxiety
- automatically needed upon becoming Looked After.
- the answer following a permanent exclusion unless there has been a previously identified SEN
- a solution for social factors which aren't impacting on accessing curriculum, sexual exploitation, drug misuse, health issues such as eczema and asthma

# EHCP NEEDS ASSESSMENT TIMELINE

Request for Assessment received.  
Information gathering starts.

Week 1 - 5

Panel agree Assessment.  
Request reports from all stakeholders and statutory advice.

Week 6 - 12

Panel agree EHCP.  
Co-production to Draft  
Approval from Health & Social Care

Week 13 - 16

Issue Draft EHCP and consult for setting  
15 days to respond  
Week 16

Finalise EHCP and name setting.

Direction and Right of appeal  
Week 20

*Assess, plan do review continues - the EHCP must be reviewed every 12 months.*

# POST 16 PATHWAY

Transition Review – support from Young People’s Service and SEN Post 16 Advisory Team. Young Person’s aspiration is at the heart of the process.

EHCP is updated to reflect the next phase – Further Education, Apprenticeship, Employment, Supported Internship, Social Care.

SEN Team consult with colleges / providers

New setting is named in the Young Person’s EHCP by 31<sup>st</sup> March prior to September transfer providing certainty

# PERSON CENTRED APPROACH

- Child / Young Person and their Parents / Carers should be at the heart of all we do. An EHCP should enable the achievement of aspiration.
- Trauma informed practice informs thinking and decision making.
- Communication is key - 'Tell Us Once'
- Sometimes disagreement or disputes occur. Resolving these is a priority. When this is not possible, parents and carers can be supported by the Independent Advice and Support Service, and have the right to request Mediation or to appeal to the SEND Tribunal. This information is shared with all EHCPs and decisions issued.

# LIVE WELL CHESHIRE WEST LOCAL OFFER

The screenshot shows a web browser window with the URL [livewell.cheshirewestandchester.gov.uk](http://livewell.cheshirewestandchester.gov.uk). The page features the NHS logo and the text "Live Well Cheshire West". A navigation menu includes "Home", "Getting Online", "Suggest a service", "News", "Contact", "Log in", and "View my shortlist". A welcome message states: "Welcome to Live Well. Here you can find information about local services and support for residents in Cheshire West." Below this is a link to "Tell us what you think about this website." and a BSL logo. A search section titled "Search for local information and support" contains three input fields: "What are you looking for?" (with "support / facility" entered), "Distance (miles)" (with "5, 10..." entered), and "Location" (with "postcode / area" entered). A green "Search" button is to the right. Below the search section is a blue bar with the text "Or choose a category...". At the bottom, there are three category tiles: "Coping with Coronavirus" with an exclamation mark icon, "Special Educational Needs and Disability (SEND) Local Offer" with a group of people icon, and "Health services, staying healthy and wellbeing" with a heart and pulse icon. A "Cookie preferences" button is visible in the bottom left corner. The Windows taskbar at the bottom shows the time as 17:03 on 09/03/2022.



QUESTIONS...

