

Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND)

A useful course focussing on:

- Rotherham updates,
- The requirements for school to address the SEND Code of Practice:
 - The graduated response to need – early intervention
 - Child and Young Person and Parental Involvement
 - Involvement of Specialist Services
 - Requesting/supporting an Education, Health and Care Plan
- The role of the Governing body in monitoring SEND provision in school

Looked at the role of schools and the various inclusion support services

Autism Communication Team and Family Support Team, Educated other than at school, Hearing Impairment Team, Learning Support Service, Social, Emotional and Mental Health Team, Visual Impairment Team.

Looked at national figures against Rotherham's figures for Identification of Need

From the Autumn term Census in 2017; 15.8% of children being educated in Rotherham were identified as having a Special Educational Need compared to a national average of 14.7%. 4% of Rotherham school population have an Education Health and Care Plan (EHCP) which is 1% above the latest national figure.

Identifying and Addressing Pupils Needs

The Graduated Response to Need - Schools must, as part of their normal budget planning, determine their approach to using their resources to support the progress of children and young people with SEND. If a child or young person then fails to make adequate progress, planned interventions and increasing access to specialist expertise should be implemented.

(**Wave 1** Quality first teaching (SENCO involved - assess, plan, do, review), **Wave 2** Small group teaching and learning, **Wave 3** Teaching and learning is matched to individual needs).

As part of the Graduated Response to Need, emphasis was placed on Quality First Teaching – using the best teachers, support staff and SENCO to ensure that specific learning needs are met.

Involving Parents and Carers We discussed the importance of shared conversations with parents and carers, so that they are able to understand and share areas of strength, difficulty and concern such that nothing comes as a nasty surprise to them.

Early discussions should be documented in brief and a copy given to parents/carers. SENCO should involve parents/carers in the assess, plan, do and review process.

Parents/carers should be made aware of the Local Authority's Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS), who provide independent advice.

Involving children in their learning – Giving pupils a voice, include them in reviews, setting personal as well as academic targets.

Involving Specialists

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and intervention. A specialist should always be involved when a pupil continues to make little or no progress or when they continue to work at levels substantially below those expected of a pupil of a similar age despite evidence based SEN support delivered by appropriately trained staff. Parents should always be informed when advice, support and interventions are being sought.

Education, Health and Care Plans

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. Assessing pupils for the plan involves a process of gathering information from the relevant people or agencies, including the views, interests and aspirations of the parents and child. These plans replace statements of SEN.

Role of governing body

It is part of the role of the Governing Body to look at the SEND provision that is in place in school, and support the SENCO in decisions about provision across school. They should look annually at data/reports about the performance of SEND children, and strive for the best education for all children, including those with SEND.

There should be a governor or sub-committee with specific oversight of the schools arrangements for SEND. The SEND Governors should spend time in school with the SENCO discussing current information about SEND children and their provision. This information can then be fed back to the Governing Body

Other aspects of the role:

Determine

- the progress of pupils with SEND
- Whether Finance is managed strategically in response to need?
- Whether intervention impacts favourably on pupil progress?
- That staff are equipped to be able to meet the range of SEND – staff training, flexibility of deployment.

SEND Information Report - a copy can be downloaded from the school website.