

October 2021

SEN Support



SENDIASS

Camden

Definition of SEN



Special educational needs, (SEN) is a term that is use to describe the needs of children who have a learning difficulty or disability that **requires more provision to be made for them than most other children of the same age.**

(Can also be referred to as **SEND** – Special Educational Needs & Disability.).

- 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 of compulsory school age or a 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 or 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.

SEND/Additional needs



- **Chapter six** of the **SEND Code of Practice 2015** deals with the actions that mainstream schools, (including mainstream academies), should take to meet their duties in relation to identifying and supporting children with SEN.
- Special educational provision in schools is called **SEN Support**.
- **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.**
- All schools are required to publish their **SEN information report** on their website. This will explain **what the school does to identify special educational needs and disability** and **the support the school provides for children and young people who need additional help.**

Best Endeavours



*“If a registered pupil or a student at a school or other institution has special educational needs, the appropriate authority **must**, in exercising its functions in relation to the school or other institution, **use its best endeavours to secure that the special educational provision called for by the pupil’s or student’s special educational needs is made.**”* Section 36 of C&F Act 2014

- Using best endeavours means **doing everything they can** to meet the child or young person’s SEN.
- These duties apply to all children with SEN.

Quality First Teaching



- Most children and young people have their needs met in a mainstream setting, school or college.
- In schools and colleges, there is an expectation that all children, including those with special educational needs, receive a universal offer of high quality teaching. This is sometimes called 'Wave 1' offer or 'Quality First Teaching'.
- The SEND Code of Practice states: ***High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.***

Quality First Teaching

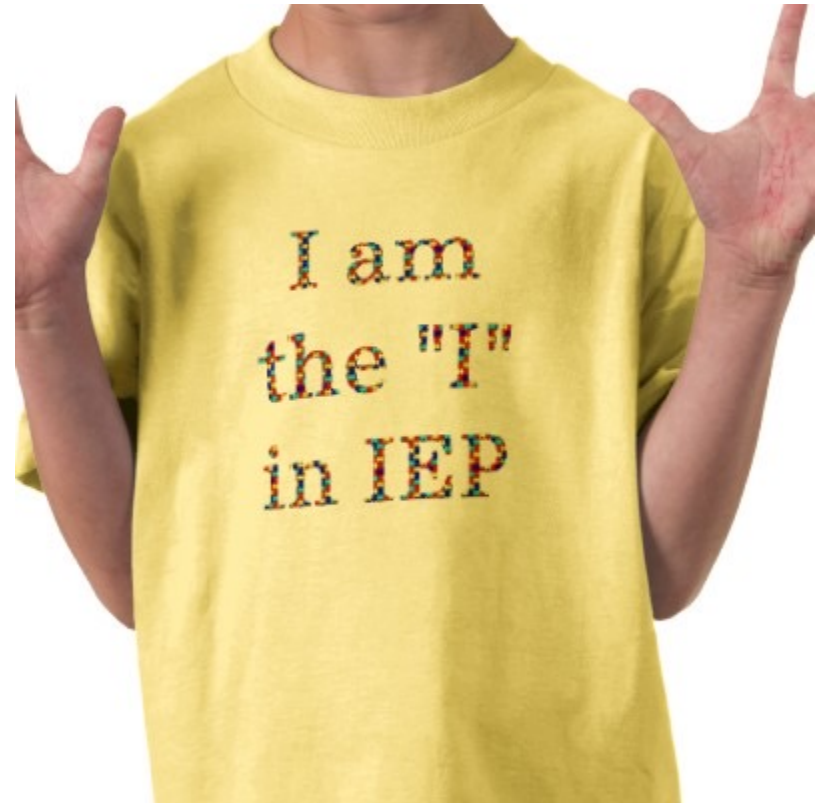


What does this mean?

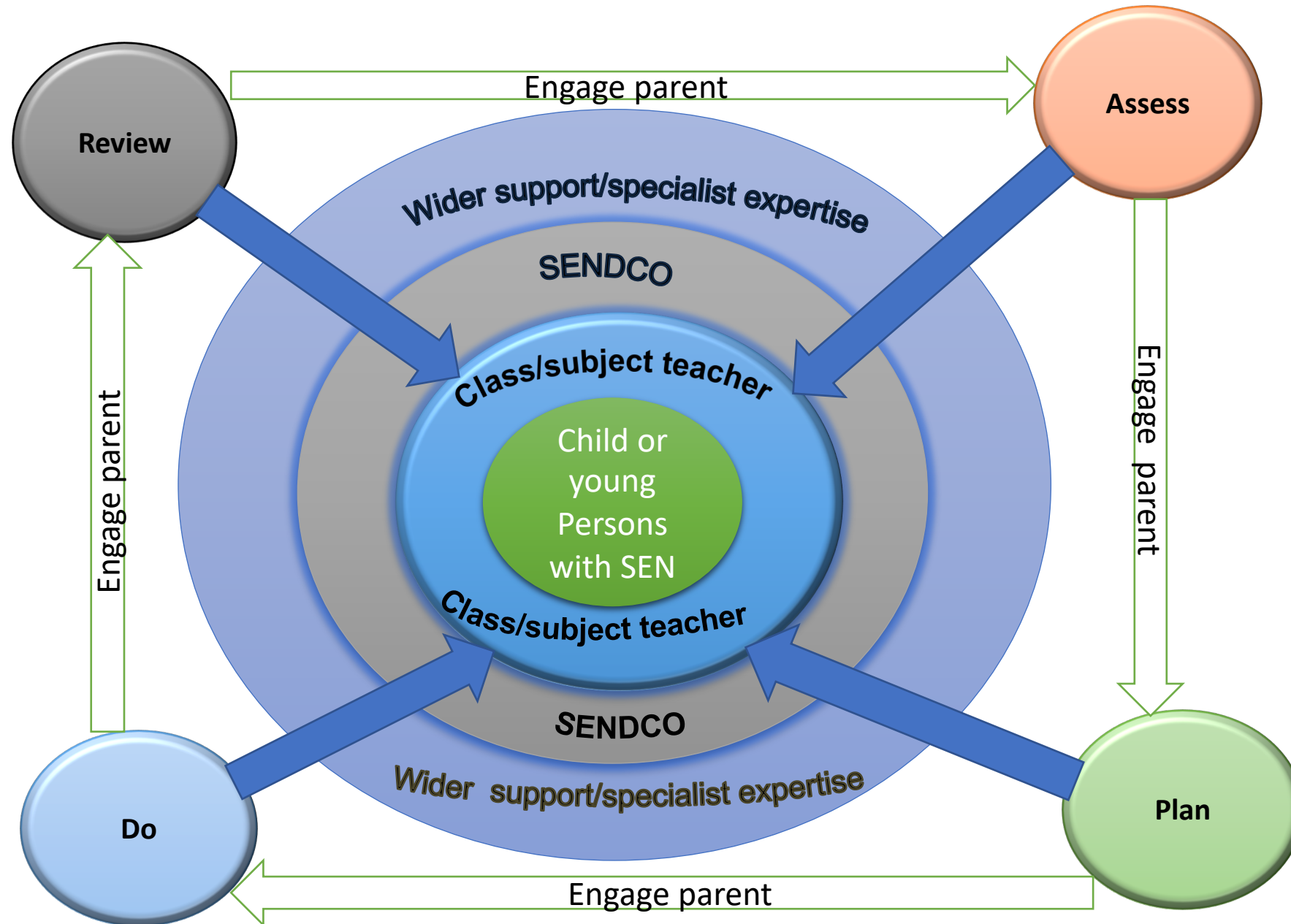
- Lessons should be highly focused with sharp objectives
- Teachers should have high demands of pupil involvement and engagement with learning
- There should be high levels of interaction **for all pupils**
- Lessons should have appropriate use of questioning, modelling, explaining
- There should be an emphasis on learning through dialogue – this might be modified for children who have a special educational need.
- <https://youtu.be/7dGPCXHj85I> link to Camden video

- Where there are concerns about a child's development and/or attainment not being as anticipated, it is expected that staff in schools and settings will **work in collaboration with parents** and, where they have capacity, with young people themselves, **to agree how needs will be appropriately identified and assessed in a timely way.**

The child and parent are at the centre of the process, taking account of their views, feelings and aspirations.



A whole school approach...



What support is available?

School Resources

Special
Programmes

Different
equipment

Individual
Support

Combination
of Strategies

External Professionals

Specialist
Teachers

Occupational
Therapist

Educational
Psychologist

GP/Health
Professional

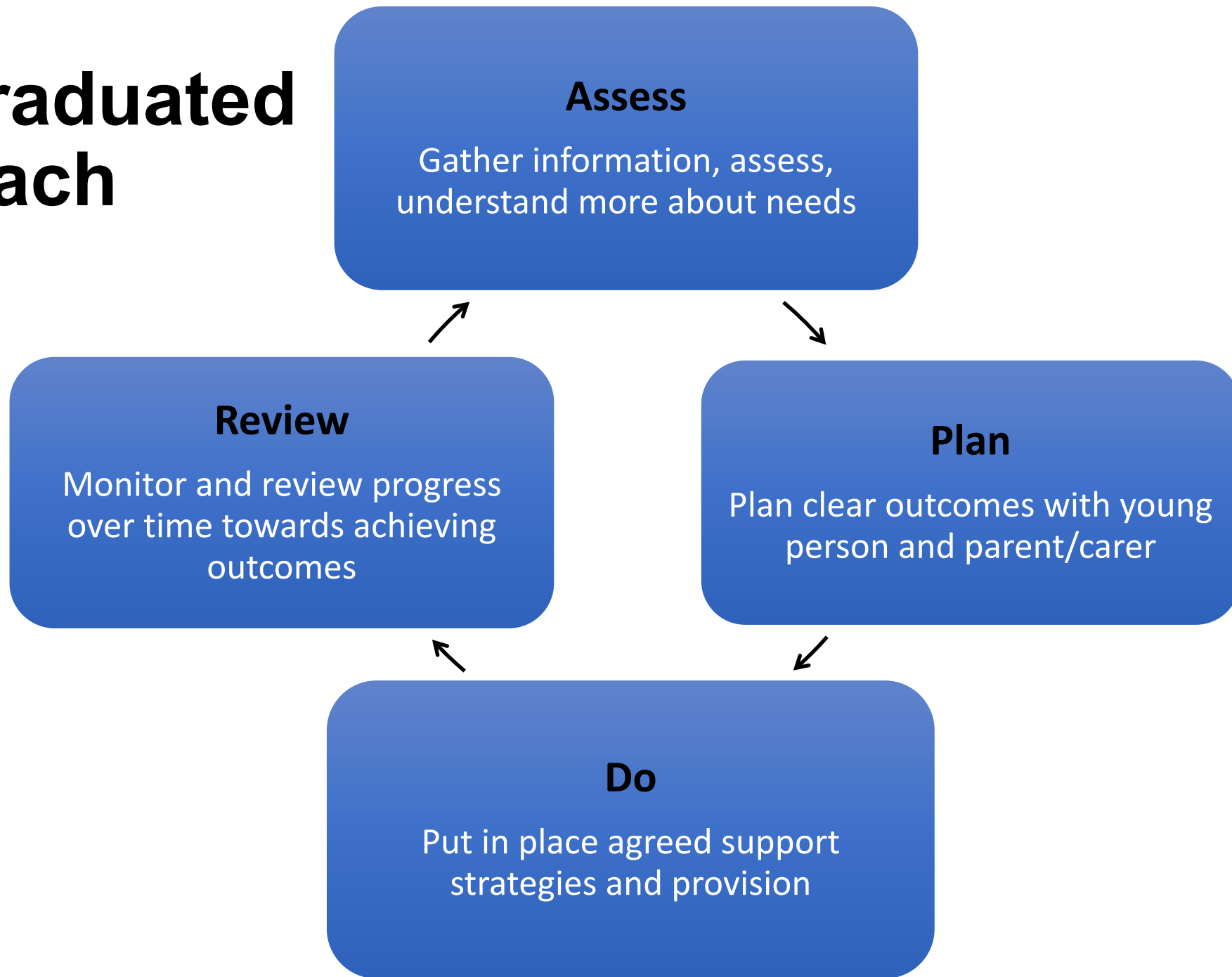
Speech &
Language
Therapist

Physiotherapist

CAMHS



The Graduated Approach



What should schools do?

Schools can have their own approach for record keeping. (Does not have to be called an IEP)
It should be accurate and up to date

Record the outcomes, action and support agreed through the discussion which should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents.

Ensure the views of the child/YP are included

Talk to parents regularly to set clear outcomes and review progress towards them



**At least
three
times a
year**

SMART Outcomes

- Schools should hold an early discussion with the pupil and parents. **They should record and copy to parents the outcomes which are agreed, together with the next steps to help achieve these outcomes.**
- Outcomes, (targets), should be **SMART**

Specific – no room for misinterpretation

Measurable – in order to chart progress

Attainable – outcome should be realistic and manageable

Relevant – relevant to the child/YPs needs/subjects

Time-bound – There should be a timeframe for review – if something is not working let's change it.



SEND Code of Practice 2015

Schools should **Assess** the pupil's needs, **Plan** appropriate support, **Do** what has been planned and **Review** the pupil's progress in response to support (6.44).

The school should obtain a **wide range of evidence** including the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. **Schools should take seriously any concerns raised by a parent (6.45).**

The assessment (and not just the support) should be **reviewed regularly (6.46).**

Where outside professionals in education, health or care are not already working with school staff the SENDCO should contact them only if the parents agree (6.47).

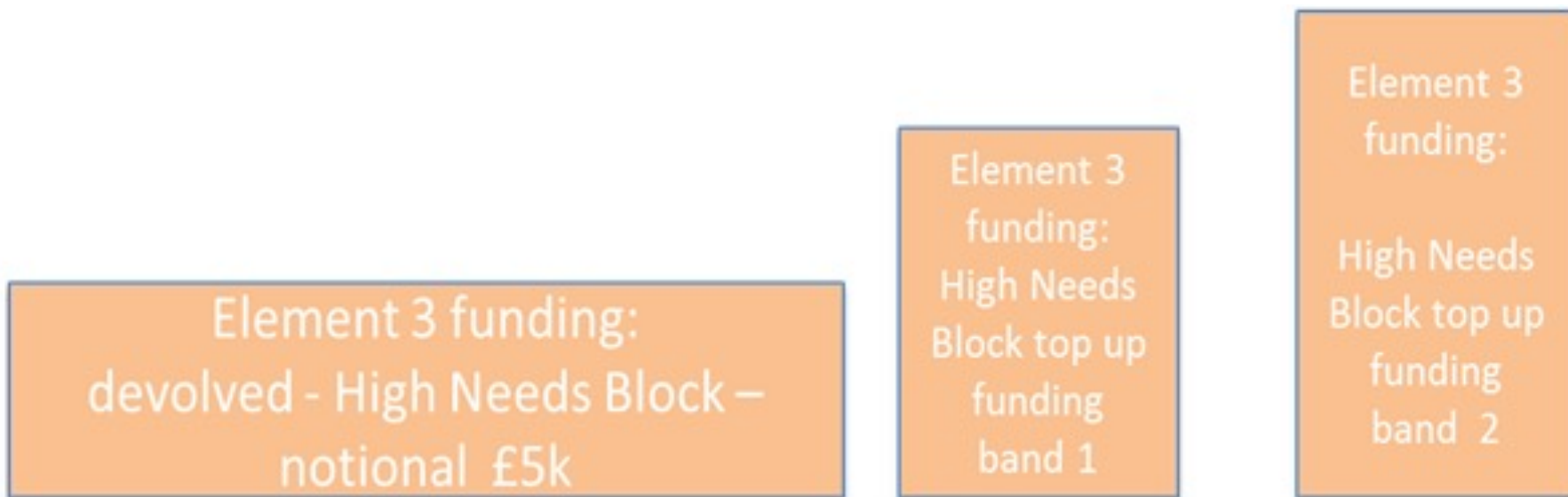
Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified and the teacher and the SENDCO should agree **in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review (6.48).**

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system (6.49).

Resources



- All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.
- Schools have an amount identified within their overall budget, called the **notional SEN budget**. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.
- There are three levels or 'elements' of funding for education support for children and young people with special educational needs.



Element 2 funding: schools block – notional SEN incl. some deprivation funding - £6k delegated funding

Element 1 funding: schools block – basic entitlement - £4k

Element 1 funding makes provision for every child or young person on roll in an early years setting, school or college. It pays for the school building, class teachers, etc.

Element 2 funding is a part of the budget in schools and further education settings that is especially for children with additional needs, including special educational needs and disabilities. **The government has said that a mainstream school or college has up to £6,000 to spend on each child with additional needs from within the school or setting's budget, if they need extra help to be able to make progress.** This is sometimes called '**delegated funding**' and it is for schools to provide early intervention support, which may include, for example, small group or individual support or special equipment. Schools are able to use this in the best way to meet needs in that school and for the children or young people on their roll.

In Camden, the local authority has ensured that all Camden nursery, primary and secondary schools (including free schools and academies), have **more than the first £6,000 element 2 funding** so that they can make provision **up to £11,000** for pupils where their assessments show they need that level of support, without the need to access top-up funding through an EHC plan. This does not apply to Children's centres, independent early years settings, or FE colleges, which receive funding in a different way.

Element 3 funding - if a child or young person with special educational needs and disabilities has been receiving early intervention support but are still not making sufficient progress, it is possible that they will need to access element 3 funding. This is also called '**top-up**' funding.

Focus of Discussions

Rather than focus on what funding has, or has not been granted, discussions should centre around **progress** towards **outcomes** the special educational **provision** in place.

- **Is the child/YP making progress towards their outcomes?**

Yes, discussions could be around why this provision is working, what does this tell us about the child/YP? Can we incorporate the success of this provision into other areas?

If not, discussion should be around how to adapt or change provision – if it is not working try something else.

If the child/YP has achieved their outcome are there any new outcomes we can work towards?

- Should school refer to external professional? (EP, SLT, OT etc). What would that entail? When to expect contact? Will they write a report and will a copy be circulated to school and parent? What is the purpose of the referral?
- Are there clear review dates?



Useful links

[SEND Code of Practice January 2015.pdf](#)
[\(publishing.service.gov.uk\)](#)

[Children and Families Act 2014](#)
[\(legislation.gov.uk\)](#)

[SEND Local Offer | Cindex \(camden.gov.uk\)](#)

[\(IPSEA\) Independent Provider of Special](#)
[Education Advice](#)

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