

SEND and Inclusion

*Graduated approach to personalised
learning within a mainstream setting*

- **The biggest mistake we have made in past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them the same subjects in the same ways.**
- **~Howard Gardner**

Children & Families Act 2014 - Highlights

1. **Involvement** of children, young people and parents

2. All duties apply to **all schools**, inc. Academies

3. Coordinated assessment; 0-25 **Education, Health and Care Plan**

7. Offer of a **personal budget**; more choice and control

6. Statutory protections for **16-25s**; focus on preparing for adulthood

5. A clear, transparent **local offer** of services for all CYP with SEND

4. LA, health and care services to **commission services jointly**

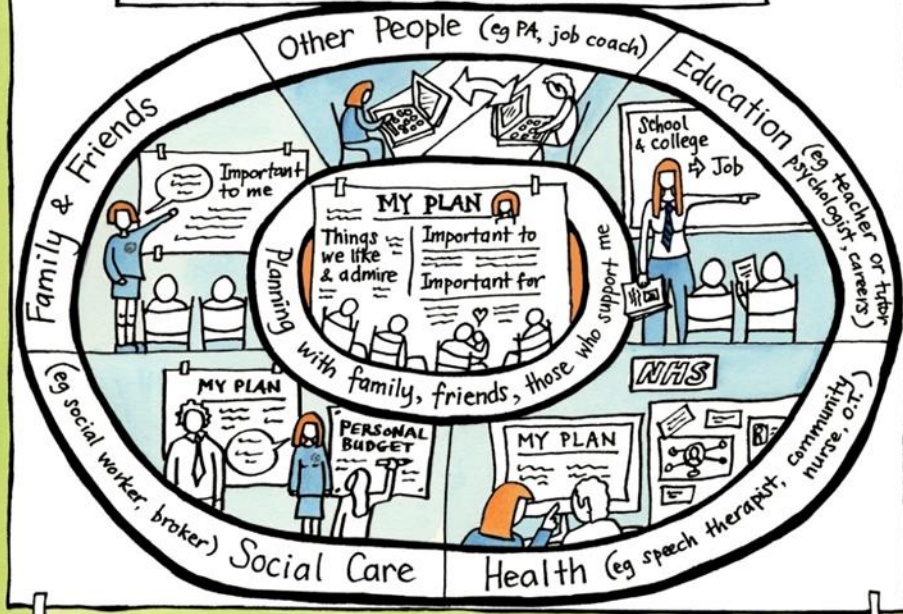




PREPARING FOR ADULTHOOD PATHWAY

EDUCATION, HEALTH AND CARE PLAN

WITH RESOURCES ATTACHED EEE



THE LOCAL OFFER

PRINCIPLES

Based on experiences of young people & families
Aspirational
Regular review & renewal
Clear & accessible language & format
Informs commissioning

PURPOSE

To raise aspirations & expectations for fulfilling lives for young people as they move into adulthood
By:
Making sure that everybody knows how to support all young people to achieve life outcomes - employment, independent living, good health, friends, relationships and community participation, & works together to deliver these

PROVIDING INFORMATION ABOUT

Support for:
education, work experience & paid employment, friends, relationships, community & leisure, independence, choice & control, personal budgets, housing & good health.
And the services and organisations that provide that support

Inclusion has been at the heart of our roles :

“All school staff have a role to play in ensuring students with SEN are included” (DfE- the Importance of Teaching, DfE, 2010)

“Everyone working with students with SEN should have the skills to help them achieve” (DfE, 2011- SEND Green Paper)

*“Before any specialist teaching is put in place, **day-to-day teaching needs to be effective**” (Recommendation 8- Rose Review, 2009)*

“All teachers should have the skills and confidence to support students with SEN in reaching their potential” (Removing Barriers to Achievement- DfE, 2011)

“Every teacher is a teacher of SEN” (SEN Code of Practice, DfE, 2001)

4 areas of special educational needs

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and /or physical

Behavioural difficulties do not necessarily mean a young person has a SEN and should not automatically lead to a pupil being registered as SEN

Assess, Plan, Do, Review:

The SEND Code of Practice states:

P S 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 children and young people.

The graduated approach

- Assess - where a pupil or student's support needs are identified and fully assessed
- Plan - where the strategies to be used with the pupil or student are selected, and this information shared with the learner and those who support them
- Do - where strategies are implemented to meet the pupil or student's needs and agreed provision is put in place
- Review - where the success and impact of support and level of pupil or student's progress are monitored and decisions are reviewed and revised



Graduated Approach:

What is a graduated approach and how does it work within a mainstream setting?

https://www.youtube.com/watch?v=GQs6fFs8NB0&disable_polymer=true

Pupil Provision Plan

All students who are placed on the SEN register have a pupil provision plan and student profile



The profile lists the students needs, relevant data on the student, strategies to support the student within the classroom and also states the additional interventions that are in place to support the student.

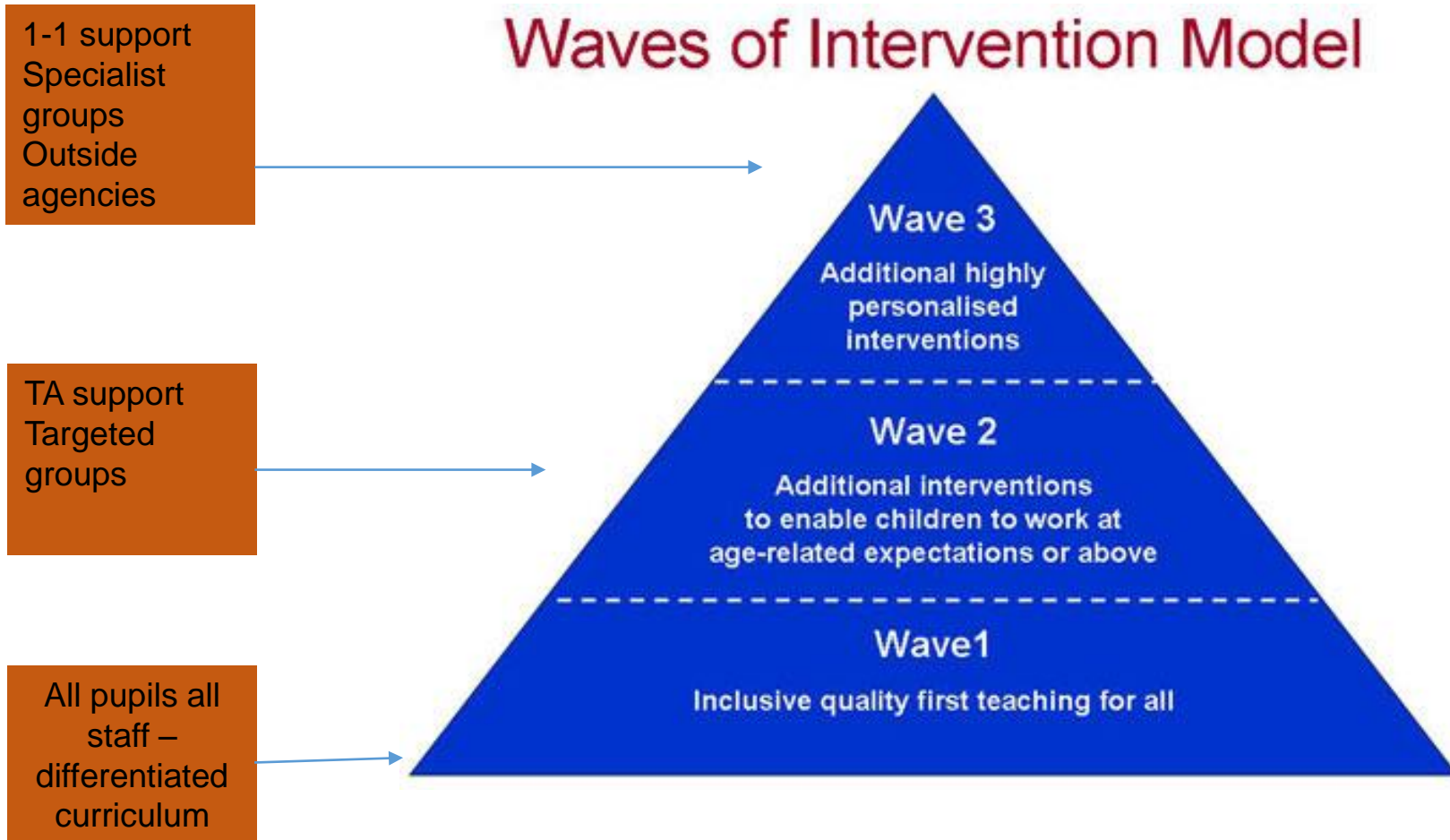
What makes successful SEND support?

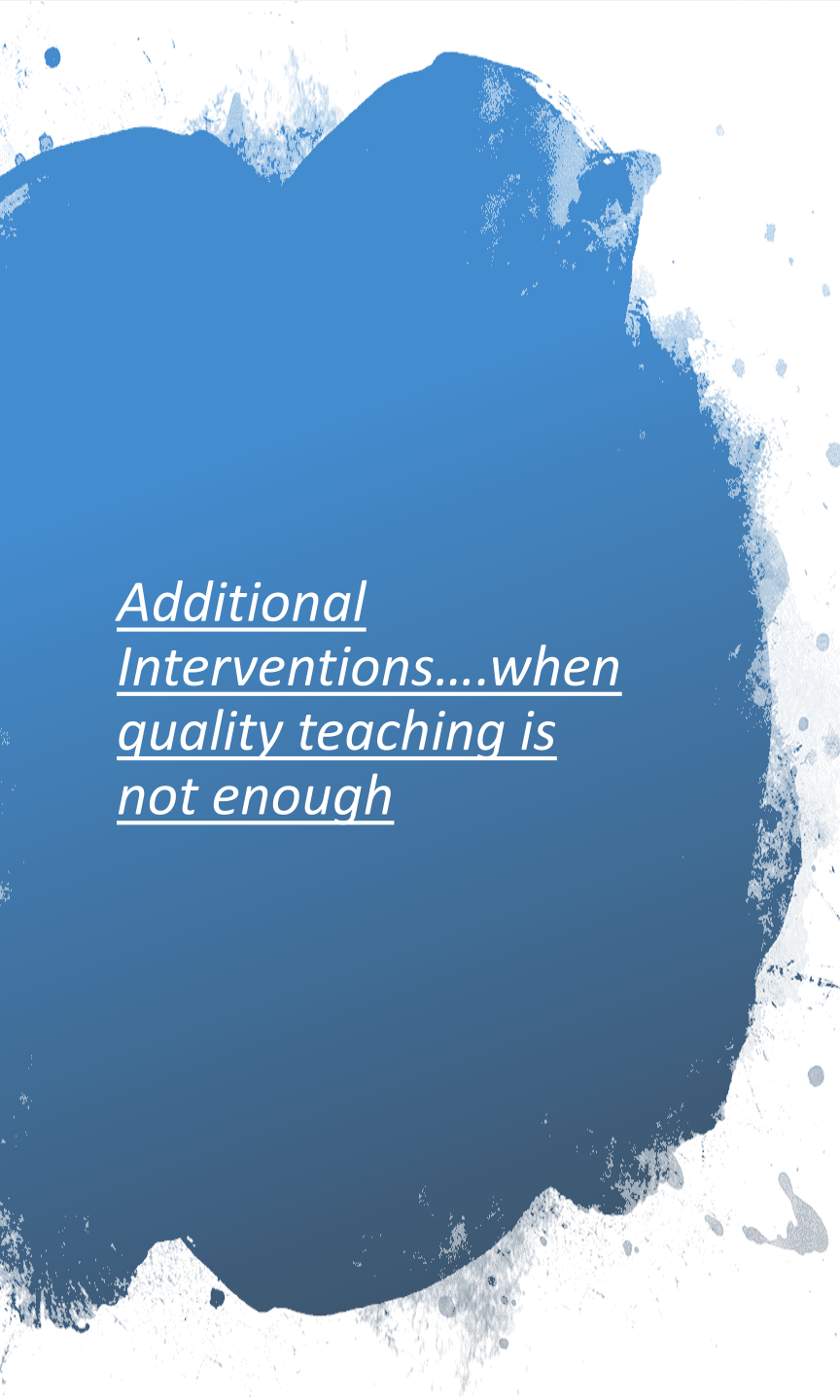
The 7 key features are:

1. Culture, leadership and management
2. High quality teaching
3. Use of expertise
4. Personalisation
5. Flexible use of evidence-based strategies
6. Progress tracking
7. Communication and collaboration

Wave 1 Provision – Quality first teaching suitably differentiated curriculum

Waves of Intervention Model





Additional
Interventions...when
quality teaching is
not enough

Waves 2 and Wave 3 Provision

- Usually for those students working significantly below age related expectations, many of whom have identified learning difficulties
- Well structured, time limited programme delivered to a small group of pupils or on a 1-1 basis
- Can be delivered independently or built into mainstream lessons

Our School's Graduated Response 2018 - 2019

EHCP assessment is similar to statutory assessment with a 20 week time frame – all phases of the graduated response need to be evidenced before a EHCP assessment

Glossary

Aspiration – long term dreams and hopes for the future

Intervention – regular strategy or event

Outcome – benefits for the child

Provision – amount of support, programme

Short term targets – specific, measurable, achievable, realistic, timely

EHCP – Education, Health, Care Plan

EHCP
0-25

EHCP Assessment

Educational psychologist input, on-going agency input, medical disability with SEN

School Support with External Agencies

Personalised learning, Referrals or support from Inclusion Support Service, Specialist Behavioural Support Service, Educational Psychology Service, Ethnic Minority Achievement Service- Kickstart, Hospital Education and Re-integration Service, Connexions Advisory Service, Social Services, Looked After Children Support Team and Virtual School for LAC, 117 project, Compass Project, Mentoring Plus, CAMHS, Sensory Impairment Team, SALT, OT, PS. Community School Nurse, Health Promotion Service, Education Welfare Service, Off The Record, Independent counselling Service. ASD outreach, annual reviews, multi agency meetings with parents, High needs banding.

School Support

Small group intervention, personalised behaviour strategies, Pupil Profiles, IEPs, meetings with parents, In-class support, Mentoring and Counselling support, Supported time-out, Speech and Language Support, Small group interventions, Homework club, inclusion room 'social club', School trip and educational visit support, For other interventions see intervention file.

Quality First Teaching (what we offer everyone)

At least good teaching regularly monitored by SLT covering a range of subjects, differentiation for out of step learners, dynamic intervention from the teacher/TA to address any misconceptions on the same day, access to full curriculum, AfL, classroom behaviour strategies, discussions with previous settings/teachers, transitions to new colleges, parent/carer discussions, learning walks, EAL strategies, SENCO advice, visual and kinaesthetic learning materials, visual timetable, individual copies of resources, adjusted adult language, targeted questioning, appraisal procedures, TA appraisal and observations, SEN awareness training, pupil progress meetings & targets .

All statements of educational needs should now be converted to EHCPs. This should have been completed at transfer review meetings. This is a must for specialist provision. Combines IEP and statement.

Children with long term needs with constant need of coordinated services

SENCO expertise used as part of the graduated response and to coordinate support

Teachers using assess, plan, do, review to plan support for all children in their class

The everyday great job that we do

Year group	Provision
Year 6/7	Enhanced transition visits
Year 6/7	Summer School
Year 7	Year 7 Sporting Family Change Mentoring Group
Year 7	Nurture Group
Year 7	Touch Typing
Year 7	Mentoring
Year 7	Reading Aloud
Year 7	Handwriting
Year 7	Vocab Support - Key Words (Pre-teaching)
Year 7	Get Set' organisation
Year 7	Small Group Numeracy support
Year 7	Speech and Language Support - Therapist
Year 7	Speech and Language Support - Small group
Year 7	Social Skills/ CBT support
Year 7	ASD Support
Year 7	Play Therapy
Year 7	Tented Area
Year 7	Inclass support
Year 8	Small group Numeracy support
Year 8	Small group Literacy Support
Year 8	Speech and Language Support-Therapist
Year 8	Speech and Language Support-Small group
Year 8	Touch Typing
Year 8	Mentoring
Year 8	Reading Aloud
Year 8	Social Skills
Year 8	ASD Support
Year 8	Inclass support
Year 8	Handwriting Support
Year 8	Get Set' organisation
Year 9	Literacy Support
Year 9	Numeracy Support
Year 9	Mentoring
Year 9	Handwriting Support
Year 9	Reading Aloud
Year 9	Speech and Language Support- Therapist
Year 9	Speech and Language Support- Small group
Year 9	ASD Support
Year 9	Social Skills
Year 9	In class support

Overview of provision KS3 curriculum

Year 10	Mentoring
Year 10	Reading Aloud
Year 10	Touch Typing
Year 10	Speech and Language- Therapist
Year 10	Speech and Language - Small group
Year 10	In class support
Year 11	1:1 Numeracy Support
Year 11	1:1 Literacy Support
Year 11	1:1 ASD Support- Anxiety
Year 11	Mentoring
Year 11	Reading Aloud
Year 11	Enhanced transition support
Year 11	In class support
Year 11	Literacy Support (SEND/PP) (From Sept 2018)
Year 11	Numeracy Support (SEND) (From Sept 2018)
Year 11	Maths Support (PP)

Overview of provision KS4 curriculum

All year groups	Off the Record Listening Service
	Off the Record Counselling Service
	SpeakEasy
	Sporting Family Change
	Mentoring Plus
	Connecting Families
	Home work Club
	Inclusion Support Room - Break and Lunch
	Prep
	Accelerated Reader
	My Maths
	Peer Mentoring
	Sensory Support Service visits- Through referral
	EP visits and assessments - Through referral
	ASD Support Service Support - Through Referral
	Speech and Language Core Service- through referral
	OT visits and assessments - Through referral
	Thrive
	Time - Out Cards
	Exam Dispensations- KS4
	Use of lap tops within lessons
	Readers / Reader Pens
	KS3 Literacy Club
	KS3 Numeracy Club
	KS4 Literacy Club
	KS4 Numeracy Club
	Peer Reading

Other Support which is offered to students, where needed, within all year groups

What
support is
available
to staff?

SEND list

Exam dispensations list

Pupil Provision Plans

Website information

SEND drop in- Every Friday 3.30 to 4.15pm in MM5

SEND strategies- Weekly bulletin

SEND Knowledge Organiser

CPD training throughout academic year

Assessment of SEND:

**The Whole Child
Achievement:
evidence**

**Quantitative
and
Qualitative**

Achievement in its widest sense

*Not everything that can be counted counts, and
not everything that counts can be counted.*

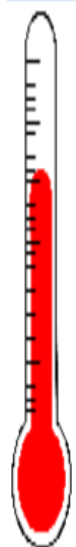
Einstein

Review of SEND:

Evidence Base

Pent-agulation!

- Data
- Observation
- Work Scrutiny
- Pupil views
- Parent views



Formal

Planned
Focused
Time allocated
Formal feedback

Informal

Ad hoc:
SEN Review meetings
Conversations with teachers /
support staff
Feedback from parents /
students / external specialists
Observations en route around
the school

Training so far this year:

Training at SVS:

- SEND introduction / pupil overview
- Resilience
- Attachment
- Readability and supporting learners with literacy difficulties

Training offered at other locations / advertised to staff:

Speech and Language- The Language of Maths

Autism Training

Team training this year:

Safeguarding training – new staff

Advanced safeguarding training and safer recruitment

SENDco Cluster / Network meetings

SENDco Conference (BANES)

LAC Mental Health Conference

Speech and Language Training

CAF Training

Play and Draw - Signed up / Due to start

Theraplay- Due to start

All of the team have started the NASEN SEND training programme

All of the TA team will be trained in supporting with exams after Easter

In addition to this, a number of the TA team are undertaking mental health training in their own time

Summary:

1. All teachers are responsible and accountable for the progress and development of pupils in their class.
2. Once a special educational need is identified 4 types of action should be taken- Assess, Plan, Do, Review
3. Somervale School has a graduated response to SEND- Assess, Plan, Do, Review