

# SEND Reforms



Parents meeting

# Definition of SEN

\* The reforms do not change the definition of SEN:

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

A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

# The 0-25 Special Educational Needs Reforms

Clear systems for identification, assessment, monitoring and securing appropriate support...

1 = Staff/Parents    2 = In class support    3 = Concerns raised with SENco  
4 = Observe/Assess    5 = Intervention/Outside support    6 = Act on advice    7 = Statement

Involving outside agencies/specialists

Local Offer - inform of school SEN and what is on offer

Children with SEN are included alongside their non-SEN peers (where possible)

Identification of 'needs' - not just educational needs

# The 0-25 Special Educational Needs Reforms

Education + Health + Care = from birth to 25.

Earliest possible help

Children and young people with SEND and their parents fully involved in decisions

working with parents to agree and review outcomes of support **not** counting the hours or resources given

No longer SA/SA+ now SEN support (SENIC) + Statement

# SEN Categories

- ★ Communication and Interaction (speech and language, understanding)
- ★ Cognition and Learning (learning issues - dyslexia, mld, spld, ADHD)
- ★ Social, Mental and Emotional Health (note - not Behaviour - Thrive)
- ★ Sensory and/or Physical (ASC, fine or gross motor skills - OT/Physio)

# Statements - EHC Plans

- ★ Only most complex needs should have an EHC Plan replace Statement by 2018 (transitional years)
- ★ All agencies must work together - not just for those with EHC Plans - schools bringing professionals together
- ★ When SEN provision cannot reasonably be provided via the resources normally available in school/college
- ★ The plan must be focused on outcomes
- ★ Must set out how agencies will work together

## Provision for SEN in School

*Outside Agencies* - Schools should always involve when a pupil makes little or no progress despite "well-founded support" over a sustained period - but can involve them (or not) at any point








There is a need for a plan but not called IEP etc (ISP - Individual Support Plan = focus on barriers to learning not giving extra educational targets)

Annual Report on progress but should meet termly with class teacher (supported by SENCo)

# \* My Individual Support Plan - Name: \_\_\_\_\_ SEND support/ Statement (highlight)

Date: \_\_\_\_\_

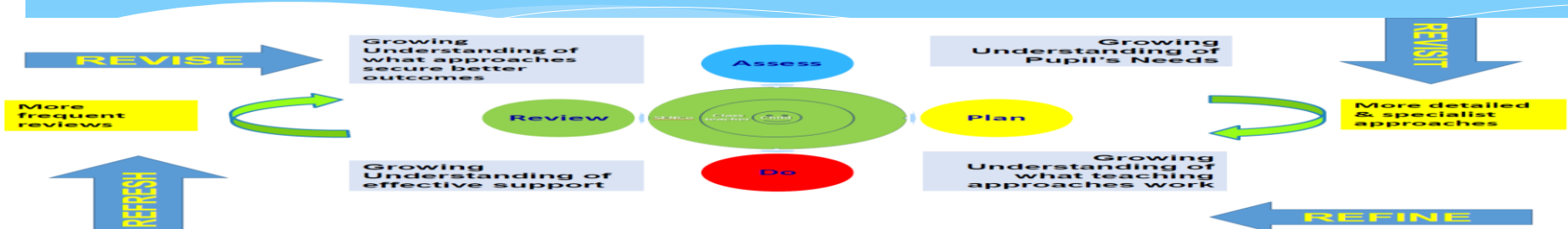
ISP agreed by: SENCO ..... Parents ..... Teacher ..... Pupil .....

Things I find Difficult	My Targets	What do I need to do?	Who's going to help me at school, how and when?	Who's going to help me at home, how and when?	How will I know if I have met my target?	How did I get on?
						
1.	1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.	3.



# Provision for SEN in School

- ★ 'high quality provision for SEN'
- ★ High quality differentiated teaching THEN 'additional to or different from'
- ★ assess C&YP skills and levels on entry and make regular assessments of progress
  - ★ Graduated approach in school but no 'stages' suggested
  - ★ Given differentiated work they fall behind - give extra support to make up progress
    - ★ Still failure to make progress - assess for SEN and agree support
      - ★ Take an 'assess - plan - do - review' cycle approach
      - ★ Increased choice over support i.e. personal budgets



# Personal budgets

There are different types of personal budgets, these include:

- A personal social care budget
- A personal health budget
- A personal SEN budget:

In all cases the availability of a personal budget will be based on the support a child or young person needs in order for them to achieve a set of agreed outcomes and to have their identified support needs met.

In some cases an EHC plan may not translate into a child or young person having a personal budget. In other cases a child or young person may have a personal budget from more than one source, i.e. social care, SEN and/or health.

# Equalities Act 2010

- ★ Child & Family Act 2014 will not cover disabled children without SEN (but most disabled children have SEN)
- ★ Disability is considered long term (12 months or more) and affects day-to-day activities - can include asthma, cancer etc

# Support for pupils with medical conditions.

- Impact on child's ability to learn
  - Self-confidence
  - Self-care
- Consult health and social care professionals, pupils and parents to effectively support
  - Staff training
- Fully included – trips, Forest School, etc

# Medical/Care Plan

\* .... Medical/Care Plan

- \*
- \*
- \*
- \*
- \*
- \*
- \*
- \*
- \*
- \*
- \*



About Me...

- \* My name is ....
- \* Important people to me are...
- \* I am in class ...

\* My Medical issue is...

\* ....

\* What to do if...

\* If ... you need to ...

# Working with C&YP and Parents

- ★ Need to take into account the views of parents and C&YP
- ★ Need to support the participation of C&YP in making decisions
- ★ Schools should engage with parents and C&YP when drawing up policies and procedures
- ★ Schools could use the LAs Parent/Carer Forums to develop policies on SEND