

The information contained in this document, produced in consultation with primary and secondary settings, sets out how schools are expected to use delegated budgets to ensure that the needs of pupils with SEND are met.

The purpose of this document is to create a shared understanding between schools, families and the local authority in respect of:

- improving progress and securing better outcomes
- clarifying what parents can expect schools to provide, for example, at SEN Support
- a reference point for ensuring that requests for EHC plan needs assessments are appropriate

I. Identifying the particular SEN of children and young people

Schools and settings will:

- Monitor the progress of all pupils through whole school data scrutiny processes
- Pay regard to national and local guidance so that best practice can be implemented and understood
- Regularly review the SEND register and other processes used for identifying and making needs known
- Have clear processes for staff and parents/carers to raise concerns
- Provide teachers and TAs with comprehensive guidance around the identification processes by referring to, and making available, appropriate checklists and information around the different SEN areas of need
- Pay regard to advice and information from parents/carers, professionals and previous settings at transition points; liaising as necessary to continue the use of successful strategies and person centred approaches
- Be able to distinguish between pupils who may need some support through high quality teaching and pupils with Special Educational Needs
- Identify barriers to learning using knowledge and understanding of the four primary areas of need; the areas of need are:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical
- know how to, or seek advice so that the nature of each pupil's SEN needs can be identified; sometimes a pupil can have needs in more than one area which requires an individualised approach
- have access to a range of appropriate screening and assessments in order to identify needs
- Maintain robust records so that evidence describing a pupil's needs can be gathered through the assess, plan, do, review cycle

- Consult with parents / carers when they are making special educational provision for their child and have processes in place for them to provide feedback about provision
- Consult with pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs

2. Consulting with parents of disabled children with SEN and disabled young people with SEN or disabilities

Parents know their child best and it is important that all professionals listen and understand when parents express concerns about them. They should also listen to and address any concerns raised by children and young people themselves.

Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular updates for parents on how their child is progressing.

Schools and settings will:

- Have in place a comprehensive SEN Information Report which is reviewed on an annual basis
- Have in place a transparent complaints procedure
- Have in place a robust annual review process that is underpinned by person centred planning through which aspirational outcomes are identified and appropriate provision is secured.
- Sign-post parents to services that provide independent advice and support for SEND, for example, PIAS
- Provide or sign-post pupils and their parents/carers to sources of advice and information about matters relating to SEN and disability, for example, the Plymouth Local Offer
- Be aware that a families and schools have the right to request an assessment for an EHC plan. Families should feel able to tell their school if they believe their son/daughter has or may have SEN
- Inform parents when they are making special educational provision for their child and have processes in place for engagement with pupils and their families to provide feedback on provision so that future provision is founded on the insights of families and pupils themselves
- Ensure parents/carers are fully aware of planned support and interventions and, where appropriate, plan to seek the involvement of parents/carers to reinforce and contribute to progress at home
- Ensure a clear date for reviewing progress is agreed and the parent/carer, pupil and teaching staff are clear about how they will help the pupil reach the expected targets or outcomes
- Ensure that pupils with SEN are included in 'whole school' mechanisms to capture pupil voice
- Develop forums with the purposes of enabling families to play a role in developing and reviewing SEN provision. For example, feedback on annual review processes, transitions and the development of the SEN Information Report
- Develop forums with the purpose of providing families with information relating to SEN and disability

3. Securing the services, provision and equipment required by children and young people with SEN or disabilities

Schools and settings will:

- Use their best endeavours to make sure that a pupil with SEN receives the support they need from within the school's own delegated resources
- Understand how their duty to make reasonable adjustments under the Equality Act 2010 translates into day-to-day practice
- Keep key SEND indicators under review such as attendance, exclusion and progress so that the support of relevant services can be secured when necessary
- Know routes for referral for relevant education, health and care specialists in order to secure equipment and services for specific pupils in a timely manner
- Have knowledge of the expertise and training provided by support services and agencies across the city so that it can be accessed on an individual pupil or whole school basis
- Address predominant needs in a cohort by seeking further advice from advisory services and outside agencies in order to remove barriers to learning linked to a specific area of need
- Pay regard to the criteria, and understand the processes for, accessing additional funding held by the Local Authority in the High Needs block to provide additional support for pupils with an exceptional level of need

4. Supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living

Schools and settings will:

- Pay regard to the Plymouth Key Stage 2/3 transition protocol so that local processes can be applied and evaluated consistently
- Share advice and information from parents/carers, previous settings and supporting professionals, liaising as necessary to continue the use of successful strategies and approaches
- Provide or sign-post pupils and their parents/carers to impartial sources of advice and information, for example, PIAS
- Develop and implement an appropriate person-centred planning approach to all transitions between schools, key stages or phases so that the pupil and family are at the heart of the planning process
- Implement a coherent transition programme that priorities links with common feeder schools and takes a flexible approach to group and individual student needs so that planning can begin at the earliest stage
- Review their transition processes to take account of feedback from pupils, parent/carers and professionals
- Be familiar with the key principles of 'Preparing for Adulthood' and be able to apply them appropriately at each transition point so that pupils and their families are able to confidently plan for independence and achieve good outcomes

5. Approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN

Every school is required to meet the SEN of the children or young people that they support

Schools and settings will:

- Ensure all pupils access good quality teaching which takes account of pupils' differing needs
- Ensure that a personalised approach is implemented for pupils with complex needs
- Make appropriate use their delegated budgets so that pupils with additional needs are supported as part of a whole school approach to securing and deploying resources
- Carry out regular monitoring of progress so that adaptations to the learning environment and/or teaching can be made
- Provide teachers and TAs with appropriate training and resources so that learning lessons can be differentiated to match the pupil's level of learning
- Implement a consistent graduated approach to meeting pupil need. For example, by reviewing class teaching and access strategies before moving on to develop a more individualised approach
- Provide SENCOs with sufficient time to use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the comprehensive range of examples of best practice within Local Authority and national guidance documents
- Seek further advice from advisory services and outside agencies about removing barriers to learning so that individualised support programmes for more complex pupils can be put in place

6. Enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC))

Schools and settings will:

- Pay regard to duties outlined in the Equality Act (2010), specifically duties relating to accessibility planning, reasonable adjustments and the public sector equality duty
- Review the impact of provision and resources secured through their delegated budgets to support children and young people with additional needs
- Implement a robust graduated approach which includes a clear rationale for access to specific resources
- Pay regard to the criteria and understand the processes for accessing the additional funding that the Local Authority holds in the High Needs block to provide additional support for pupils with an exceptional level of need across all phases of education
- Appropriately follow advice provided by supporting professionals, including the appropriate use of resources provided to the school for groups or individual pupils
- Ensure that referrals are made to relevant agencies in order to ensure that progress towards outcomes in EHC plans can be secured where additional resources and facilities are required

7. Assessing and reviewing pupils' and students' progress towards outcomes, including how schools work with parents and young people in doing so

Schools and settings will:

- Ensure that they have procedures in place for consulting and working with parents/carers
- Track and monitor pupil progress on a regular basis in line with whole reporting processes
- Set up / review 'additional to' or 'different from' provision in the light of information gathered through the assess, plan, do review process
- Identify key outcomes, which are aspirational, along with steps to be taken that will support achievement of them
- Ensure robust use of school / setting data to identify and monitor progress of pupils with SEND
- Ensure that every teacher is responsible for pupil progress in their own class and feeds into wider school processes that monitor pupil progress
- Ensure that high expectations are in place and progress is considered against all pupils nationally with similar starting points
- Have clear monitoring processes in place, including scrutiny of pupil books and work, ensuring that all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre- and post- assessment data analysis
- Gather pupil feedback as part of the process to review interventions and provision
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Track the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), Dyslexic pupils, Moderate Learning Difficulties (MLD) etc. so that trends in progress can be identified.

8. Securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels; awareness, enhanced, specialist

Schools and settings will:

- Audit and review staff training needs on an annual basis so that relevant training can be planned into the school's CPD schedule.
- Have clear systems in place for evaluating SEND provision through the schools review/quality assurance procedures. For example, through classroom observations, work scrutiny and moderation
- Have clear systems in place for evaluating provision by reviewing staff expertise. For example, through classroom observations, and/or work scrutiny

Awareness

- Provide staff with information that describes effective strategies to use within their class
- provide forums so that staff are able to share best practice
- Embed the principle that 'All teachers are teachers of children with special educational needs'
- Provide sufficient time for the SENCO to provide professional guidance to colleagues and contribute to wider professional development themes
- Ensure all staff (both teaching and non-teaching) have had training to develop knowledge of the four areas of need and the nature of the difficulties linked to each area. For example, online training materials such as the Inclusion Development programme and Advanced Training Materials
- Ensure that all staff are aware of relevant local and national guidance for example, the Plymouth transition protocol, The Equality Act Advice for schools etc.

Enhanced

- Identify and develop specific teacher and TA knowledge through 'surgery' time or the opportunity to liaise with external professionals
- Commission external training opportunities so that groups of staff can develop specific knowledge in order to meet the predominant need in a given cohort
- Identify on-going sources of training and development so that knowledge around specific needs can be embedded through a sustainable approach

Specialist

- Ensure their SENCO, if new to the role in a mainstream school, completes the National Qualification for SEN Coordination, within the designated timeframe, and is provided with adequate support to do so
- Develop and budget for a sustainable approach to succession planning for the SENCO role

9. Assessing and evaluating the effectiveness of the education and training provision the local authority makes for children and young people with SEN or disabilities

Schools and settings will:

- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Track the progress of different pupil groups and cohorts – e.g. Autism Spectrum Condition (ASC), Dyslexic pupils, Moderate Learning Difficulties (MLD) etc.
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Use the feedback from PCC SEND audits for Primary and Secondary schools to inform their evaluation of provision
- Engage with local area development work for example, SEN audits, network opportunities and SENCO briefings

The Local Authority will, through quality assurance, ensure that the processes described above are in place. This will include:

- Supporting schools through carrying out SEND Audits to assess and evaluate the effectiveness of education and training provision
- Ensuring annual reviews for pupils with EHC Plans take place and are of high quality
- Delivering the National Qualification for SEN Coordination as designated providers in conjunction with the South West Consortium
- Supporting schools in developing effective SEND provision
- Offering central and school-based training
- Responding to feedback from training and support to further enhance practice

10. Activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities

Schools and settings will:

- Pay regard to duties outlined in the Equality Act (2010), specifically duties relating to accessibility planning, reasonable adjustments and the public sector equality duty
- Promote the health and wellbeing of each pupil by supporting them to access appropriate extra-curricular activities
- Ensure that children and young people with SEND engage in and are included in the activities of the school alongside pupils who do not have SEN through monitoring SEND pupils engagement with extra-curricular activities
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Review the schools accessibility plan on an annual basis
- Raise awareness about opportunities for community involvement for families of pupils with SEN
- Promote the Local Offer as a source of information for families of pupils with SEND
- Be familiar with the key principles of 'Preparing for Adulthood' and be able to support pupils and their parents/carers to engage with them

11. Supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying)

Schools and settings will:

- Pay regard to the ‘Supporting pupils with medical conditions at school’ guidance
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils and act on identified trends
- Provide a safe environment for children and young people and recognise that the wellbeing of all children and young people includes physical, mental and emotional wellbeing as well as protection from abuse
- Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways. Clear processes should be in place to support these needs
- Be alert to other events or situations such as bereavement and bullying which can lead to learning and / or mental health difficulties. Have clear processes and understanding of the support available to meet these needs
- Ensure appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties
- Have in place clear processes to support pupils, including how strategies to enable access to the curriculum
- Regularly review policies relating to bullying, safeguarding and SEND
- Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice
- Have pupil forums, school councils, pupil feedback processes in place which are appropriate to the age of the children and young people
- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development