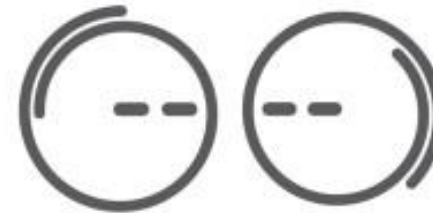


**Buckinghamshire
SENDIAS
Online Training
coproduced with
FACT Bucks**



BUCKINGHAMSHIRE
SEND IAS
SERVICE

SEN Support and Ordinarily Available Provision

- **Summary:** This webinar should help you to find out about the support available in Buckinghamshire for children and young people with SEND in mainstream schools, colleges and early years settings
- **Duration:** 1 hour including opportunity for questions

What is SEN Support?

- Every child with Special Educational Needs should have SEN support
- Additional to or different from the support that is generally available in the school
- Provided to help children with Special Educational Needs make progress towards agreed outcomes



↑ Slides with this symbol tell you about the law and statutory guidance

Law trumps policy

Law is **must**

Guidance e.g. SEND Code of Practice is **should**

Policy is local way of doing something – ‘**how we do this here**’



**Links to
the law
and
statutory
guidance**

[Children and Families Act 2014](#)

[SEND Code of Practice 2015](#)



What does the law say ? – the section 19 principles

The Local Authority must have regard to:

the views, wishes and feelings of the child and their parent, or the young person;

the importance of them participating as fully as possible in decisions

the importance of them being provided with the information and support necessary to enable participation in those decisions;

the need to support them, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes



**What does
the SEND
Code of
Practice
say? –
involving
parents/
carers**

Do my views count?

YES

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO 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)



**What does
the SEND
Code of
Practice
say? – high
aspirations**

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standard and the fulfilment of potential. This should enable them to:

Achieve their best

Become confident individuals living fulfilled lives

Make a successful transition to adulthood”

SEND Code of Practice Section 6.1



**What does
the law
say? SEN**

What is a special educational need?

Special educational need is a legal term.

It is a **significant** learning difficulty which requires special help – more than most children require.

Or it is a disability which stops the child from using what is provided for mainstream children –or makes using this harder for them.



**What does
the law
say?
Learning
difficulty**

What is a learning difficulty?

Learning difficulty is a legal term.

A child of compulsory school age has a learning difficulty if they have significantly greater difficulty in learning than the majority of the same age.



What does the law say? disability

What is a disability?

Disability is a legal term.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What does this mean?

If a child or young person has a learning difficulty or disability it does not automatically mean that they have special educational needs and should have SEN Support

Diagnosis is not required for SEN Support – is based on individual needs

Depends on the help needed to make progress towards outcomes.

CAFA Section 21 (1): In addition to or different from that made generally for others of the same age

4 broad areas of SEN

Special Educational Needs can be any difficulty which affects your child's learning . Think about whether your child has any of these difficulties:

1. Difficulties with understanding information, memory, reading – called **Cognition and Learning** difficulties
2. Difficulties with speaking, listening, understanding other people – called **Communication and Interaction** difficulties
3. Difficulties with parts of the body – e.g. mobility or hearing difficulties – called **Physical and Sensory** difficulties
4. Difficulties with relationships and behaviour – called **Social, Emotional and Mental Health** difficulties.

What is an outcome?

A benefit or difference made to an individual as a result of an intervention

What difference will the help make?

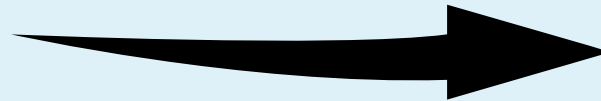
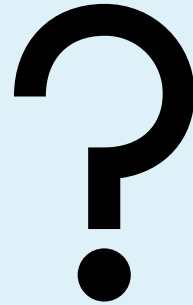
e.g. Aspiration: Jazmin wants to be able to arrange to watch a football match with her friends

Need: Jazmin has difficulties with self-organisation

Outcome: By the end of her first term at college, Jazmin will be able to follow a 3 step instruction with support.



Need

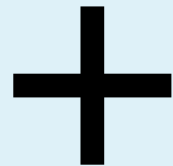


Outcome





Need



Support



Outcome

What if I have concerns?

SEND code of Practice 6.17 says that:

class and subject teachers should make regular assessments of progress for all pupils.

These should seek to identify pupils making less than expected progress given their age and individual circumstances

COP 6.18: this can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social skills in order to make a successful transition to adult life

School and parents concerned about progress



The COP states that as school's first response should be high quality teaching targeted at the area of weakness



Progress still not being made



School and parents identify what further support is required to make achieve outcomes

Does my child need SEN Support?

1. What are my child's outcomes?
2. Are they making progress?
3. How do I know this for sure? Ask the school for evidence
4. If they are not making progress – what has the school done already?
5. What support will they need to make progress?

COP 6.45: Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information

What Assessments could I ask for?

- National curriculum levels have been withdrawn – now we have ‘assessment without levels’
- Early years integrated review -early years settings for 2 -2 ½ year olds
- EYFS profile assessment -final term of the year in which a pupil reaches age 5, and no later than 1 July in that term.
- Optional baseline assessment in reception year
- Phonics screening check –Year 1 (or Year 2 if not checked in Year 1)
- The first new key stage 1 and key stage 2 tests in English, mathematics and science, based on the new national curriculum, were be sat by pupils for the first time in the summer of 2016.
- Key stage 1 and 2 tests –English and Maths
- Relative measure of progress -KS2 test outcomes reported as a scaled score, where the expected score is 100.
- No compulsory secondary tests –most take gcse or other national qualifications in year 11
- <https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers>
- <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2>
- Reading age, spelling age, writing speed.

What should happen next?

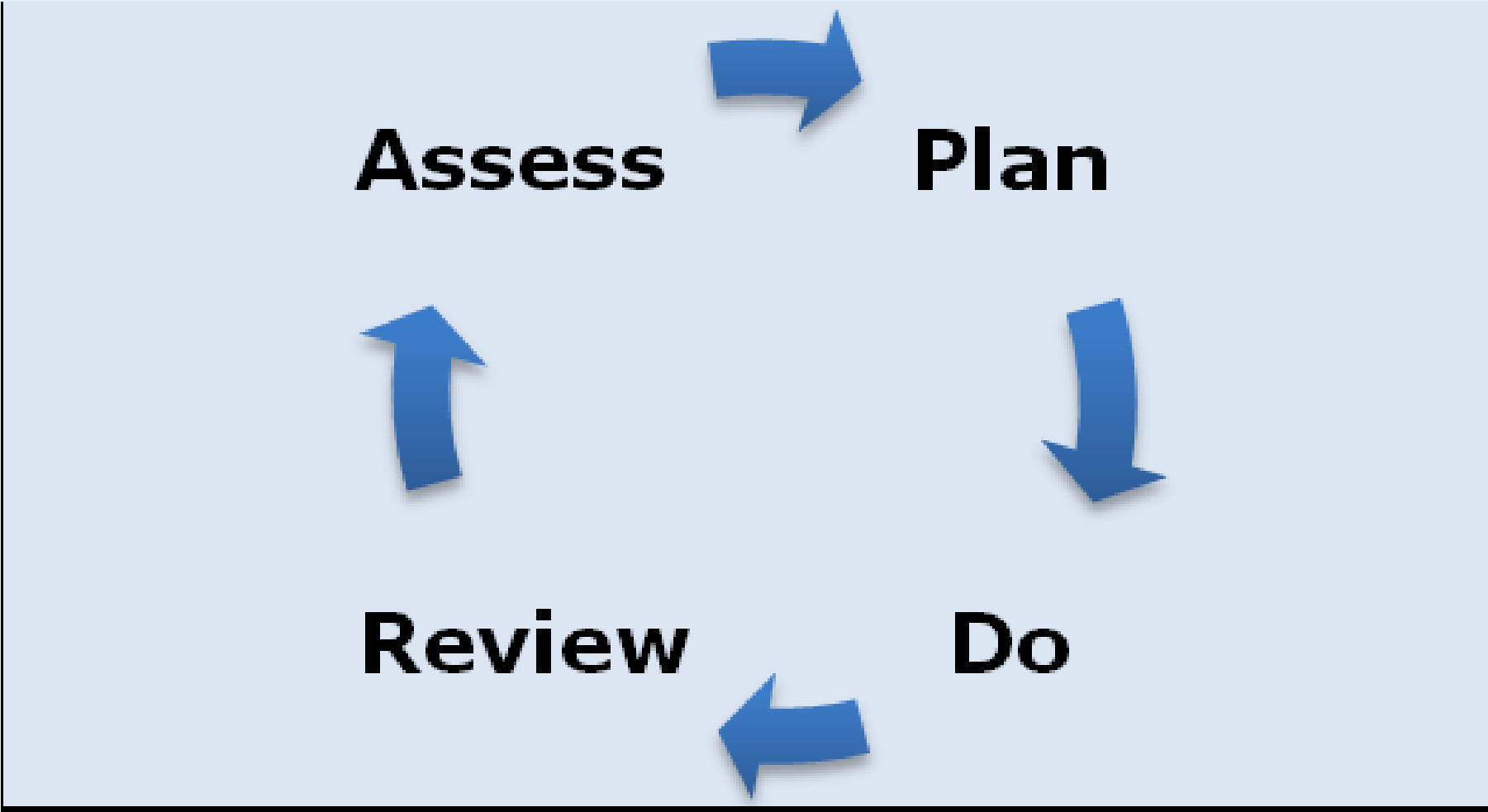
COP 6.44 says:

- schools should take action to remove barriers to learning and put effective Special Educational Provision in place
- SEN support should take the form of a four part cycle

This is called the graduated approach

<https://schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/>

The Graduated Approach



Assess

Identify difficulties and where the child or young person is now



Plan

Agree the outcomes and what support will be provided

Agree a review date



Do

Put the planned support in place



Review

look at progress, have outcomes been met, has support been effective

Decide if support needs to be changed or increased



How often should support be reviewed?

SEN Code 6.65

When a pupil is receiving SEN support. Schools should talk to parents regularly:

- to set clear outcomes and review progress towards them
- discuss the activities and support that will help achieve them
- Identify the responsibilities of the parents, pupil and the school

Schools should meet parents at least 3 times a year

How can I be involved?

6.44: Where it is decided that a pupil does have SEN the decision should be recorded in the school records and the pupil's parents must formally be informed that SEP is being provided

6.51: Parents should be fully aware of planned support and intervention

6.55: Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps

6.71: A record of the outcomes, action and support agreed should be kept and shared with all appropriate school staff. This record should be given to the pupil's parents.

Examples of support

Ordinarily Available Provision - schools: examples of support that should be available for SEN Support in Buckinghamshire:

- special learning programme for your child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- supporting your child with physical or personal care, such as eating, getting around school safely, toileting or dressing
- advice and/or extra help from specialists such as specialist teachers, educational psychologists and therapists

Can a specialist help?

A school can involve specialists at any point

Advise on early identification of SEN and effective support

If a child is receiving targeted SEN support and

- is making little or no progress or
- continues to work at levels substantially below those of peers

The school should involve specialists

COP 6.59

Parents should be informed and involved

Examples of specialists

Speech and Language therapists

Occupational Therapists

<https://www.buckshealthcare.nhs.uk/cyp/therapy/>

Educational Psychologists

Specialist teachers:

- Communication and Interaction
- Sensory and Physical
- Cognition and Learning

[Specialist teachers | SchoolsWeb \(buckscc.gov.uk\)](https://www.buckscc.gov.uk/schoolsweb/specialist-teachers)

What is a SEN Support Plan?

- Used for identifying the SEN of children/young people, monitoring their progress towards desired outcomes and tracking resources utilised within the educational setting
- Buckinghamshire recommends that schools and other educational settings use this document for children/young people who have SEN which require targeted support over an extended period and/or require support from external specialists for example, specialist teacher, educational psychologist

COP 6.72 the provision made for pupils with SEN should be recorded accurately and kept up to date

6.73 Schools should ensure they have accurate information to evidence SEN support provided over time as well as its impact

Buckinghamshire SEN Support Plan template link


SEN SUPPORT PLAN (Start Date)

Parents/education setting/professionals may wish to insert a photograph here

Full Name
Date of Birth
Address & contact details
Telephone

Preferred Name
Gender
Home Language
Ethnicity
Educational Setting
Key Contact

Parent(s)/Carer(s) with Parental Responsibility
Relationship to Child/Young Person
Address & contact details
Telephone
Email

NHS  Page 1

Part 2

All About "Me"

What's important to / for me:

How best to support me/ communicate with me:

What people like and admire about me:

Page 2

What does the law say?

CAFA Act 2014 says that a school must:

- use its best endeavours to make sure that a child with SEN gets the support they need (Section 66)
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN (Section 35)
- designate a teacher to be responsible for co-ordinating SEN provision (Section 67)
- inform parents when they are making special educational provision for a child (Section 68)
- publish an SEN information report (Section 69)

Early years

Legal duties of CAFA apply to maintained nurseries only

Some parts of the COP applies to all providers:

5.4 Providers must have arrangements in place to support children with SEN or disabilities.

5.5 All those who work with young children should be alert to emerging difficulties and respond early

Further information:

- [SEN Support in the early years](#) : What to expect from preschools and nurseries.
- [Ordinarily Available Provision - early years](#) : Explains the help Buckinghamshire Council and health teams expect Buckinghamshire early years settings to provide for children on SEN Support.

Early years funding for SEN Support

- Early Years SEN Inclusion Fund for low level and emerging SEND:
- [Early Years Inclusion Fund | Early Years](#)
- Disability Access Fund
- [Disability Access Fund \(DAF\) | Early Years](#)

Post 16

CAFA: Best endeavours duty applies to further education colleges, sixth form colleges and 16-19 academies

Informing if SEP provided applies – Young person should be informed

COP Chapter 7: Students who fell behind at school or who are studying below Level 2 should have their needs identified and appropriate support provided

Basic principles of Assess, Plan, Do, Review – but less specificity

Reviews should happen “regularly”

Focus on young person’s involvement

Further information:

[Contact - SEN Support in further education.](#) Brief information about what to expect from colleges

Reasonable adjustments

Under the Equality Act 2010

The school also has a duty to provide reasonable adjustments for children with a disability

The aim is to avoid as far as possible by reasonable means the disadvantage which a disabled student experiences because of their disability.

Positive steps must be taken to ensure that disabled students can fully participate in the education and other benefits, facilities and services provided for students

Funding

All mainstream schools have money for special educational needs support and resources. Schools can decide how to spend this money.

Government guidance says schools should provide up to the first £6,000 of additional or different support for those children who need it

This does not mean that the school will spend £6,000 on every child with SEN. Sometimes schools use funds to help groups of children.

Some children will need less help – and some children may need more.

What if my child needs more help?

If it is agreed that your child needs more support in order to make progress and the school say they do not have the resources:

- The school should consider requesting an EHC needs assessment
Please see our EHC needs assessment webinar for more information:
- [Bucks SENDIAS Service/FACT Bucks EHC needs assessment webinar July 2021](#)
- School could also request High Needs Block Funding



Further information on SEN Support

SEN Support is the level of support early years settings, schools and further education settings are expected to provide from their own resources.

- SEN Support in the early years : What to expect from preschools and nurseries.
- Ordinarily Available Provision - early years: Explains the help Buckinghamshire Council and health teams expect Buckinghamshire early years settings to provide for children on SEN Support.
- SEN Support in school: What to expect from mainstream schools
- Ordinarily Available Provision - schools: Explains the help Buckinghamshire Council and health teams expect Buckinghamshire schools to provide for children on SEN Support.
- Contact - SEN Support in further education. Brief information about what to expect from colleges

Any Questions?

Feedback please

- 
- 

Bucks SENDIAS Service Online Form

- [Bucks SENDIAS Contact Form](#)
- For enquiries from new and existing service users
- Sign up for our email updates

Bucks SENDIAS Service

Live Web Chat



If you require general advice from one of our advisers, we invite you to use our live web chat service that is accessible via our website

www.buckinghamshire.gov.uk/sendias

There will be one adviser available for each 2 hour session, every week (term time only):

- **Monday 13:00 – 15:00**
- **Friday 10:00 – 12:00**

To access the live chat, please click this button that appears on any of the Bucks SENDIAS web pages.



Please have any relevant supporting documentation in electronic format available to share via the chat.

Alternative contact options

If not possible to use the form, please contact us by email sendias@buckinghamshire.gov.uk

We do have a voicemail service 01296 383754 – this is not answered, you will need to leave a message.

We triage our enquiries- if you have not heard from us within 10 days of your query, please contact us again.

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<https://www.factbucks.org.uk/>

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Young People's Plan Local Offer Transitions Jargon Buster SEND Conference FACT AGM

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We help children and young people with additional needs
and disabilities in Buckinghamshire.

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