

Southwark LA SEND Guidance for Schools

Contents	Page
Introduction: The SEND Code of Practice (SEND CoP) 2015	2
Principles	4
Local Offer	6
SEN Information Reports	7
Inclusion	9
High Quality Teaching	10
Identifying and responding to SEN <ul style="list-style-type: none"> - Areas of need - Staff training 	12
SEN Support <ul style="list-style-type: none"> - Graduated approach - Assess, Plan, Do, Review cycles - Provision management 	15
Funding	22
EHC needs assessment and EHC plans	23
Annual Reviews	26
Transition and preparation for adulthood <ul style="list-style-type: none"> - Early years to primary - Primary to secondary - Post 16 and beyond 	27
Related legislation	33

SEND Guidance for Schools

The Children and Families Act 2014 introduced significant changes to Special Educational Needs and Disabilities (SEND) policy and practice. This guidance aims to support schools and settings in embedding these changes into their practice and so improve outcomes for the children and young people (CYP) of Southwark.

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives. *(Adopted by Southwark LA and Southwark Parent Carer Council)*

The SEND Code of Practice (SEND CoP) 2015

This is statutory guidance containing detailed information about what schools and local authorities must do to comply with the law. The guidance is compulsory in parts (usually denoted by the use of **must**) and the other aspects should be followed unless there is a very good reason not to. The guidance applies to a wide range of schools, settings and practitioners.

As the SEND CoP is a comprehensive document the DfE has produced a briefer set of guidance documents which offer summarised key points that are most relevant to those concerned.

<https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings>

The statutory instruments of the Code of Practice offers more detail
http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf

Briefly each chapter focuses on the following;

1 Principles

– common to all parties involved with CYP and their families.

2 Impartial information, advice and support

- information on how this must be available for parents, carers and YP

3 Working together across education, health and care for joint outcomes

–commissioning, planning, resourcing by LA, Health Authority and partners at regional and local level.

4 The Local Offer

– information on services and resources in the local area - co-produced with parents, CYP, partner agencies and providers.

5 – 7 Early Years Providers / Schools/ Further Education

– the role of settings in promoting best outcomes for CYP. Expectations regarding equality, inclusion, SEN Support, involvement of parents and pupils, SEN Information reports, SENCO role. Guidance on what must be followed by settings.

8 Preparing for adulthood

– preparing for the transition out of children’s services, effective pathways and progression including into adult services where needed. From Yr9 - involving YP, LA, Health, Care and settings.

9 EHC assessment and Plans

– guidance on the legal framework for EHC needs assessment, plans and reviews. Importance of multi-agency co-operation and information sharing.

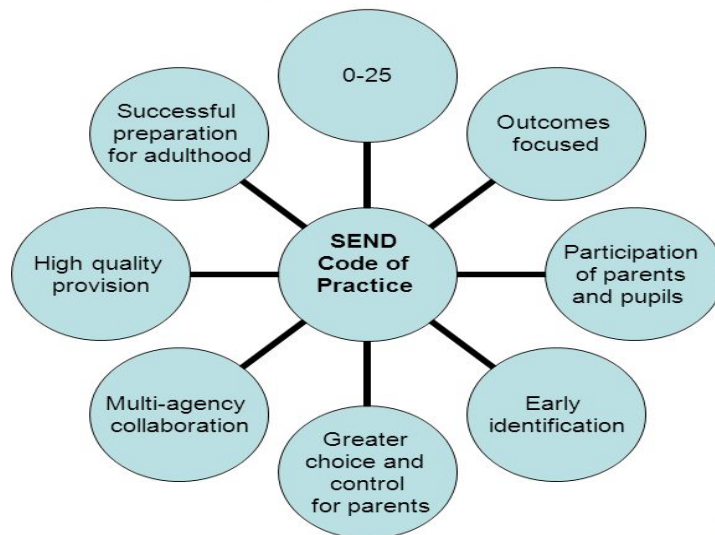
10 C+YP in specific circumstances

- additional guidance to strengthen joint working for CYP where there are further aspects impacting e.g. in care, to promote better outcomes.

11 Resolving disagreements

- Information on mediation, tribunal processes and other complaint routes.

Key Themes



Whilst many of the themes are not new, there is a strengthened emphasis and there is a significant expectation of change to practice and ways of working.

CYP and their families should be at the heart of planning and decision making. They should know what they can expect from services and be reassured that difficulties will be picked up early and responded to by professionals who are sufficiently supported and knowledgeable to do so effectively. The focus on holistic rather than just educational outcomes promotes the effective preparation for adulthood needed to offer YP the best life chances. These principles need to underpin how everyone works with CYP and their families, at individual and strategic levels.

The DfE principles that underpin the legislation and the SEND CoP

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the pupil or young person, and the pupil's parents
- the importance of the pupil or young person, and the pupil's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the pupil or young person, and the pupil's parents, in order to facilitate the development of the pupil or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

(SEND CoP 1.1)

Southwark guidance and implications for practice

Schools and settings already utilise multi-agency and collaborative approaches, but the SEND CoP sets out clear expectations of extended and more effective ways of working together. Utilising person centred planning and approaches are central to improving the quality of participation and involvement of the individual and their families in important decisions about their lives such as how best to support them to achieve their best. Schools should review their processes for and use of shared ways of working, e.g. referrals, planning and provision, review meetings.

The expectation of participation of parents and CYP is across a wide range of school activities, both on an individual level and more broadly e.g.

- policy development,
- reviewing provision available,
- the type of provision to be made,
- involvement of other agencies and organisations,
- whether or not to ask for assessment,
- planning next steps...

There are many issues to think about when considering parental involvement. Some parents will need more support to enable them to take a role, others will want to be very involved. Sometimes there may be tensions or disagreements between parents, parents and CYP or parents and school. It may be that you need to manage expectations.

From the age of 16 YP are legally able to make decisions on their own behalf so it is very important to engage directly with children and young people to discuss their needs throughout their lives. Some children and young people will need specific teaching or careful planning to support them to express their needs, wishes and goals and so genuinely be involved in decision making. Schools will need to think about how they work with parents and CYP currently, what areas could be built upon and what areas need to be developed.

Schools and settings are often where parents and CYP turn to for advice on a range of difficulties. Schools therefore have a huge role to play in knowing how best to signpost to impartial advice and support.

There are many agencies who support families, some are specific interest groups others are more general. The LA has a duty to ensure there is independent impartial advice available, which is provided by Southwark Information and Advice Service (formerly Parent Partnership). Information and contact details for SIAS are below. Contact SIAS to get fliers and business cards to have at school.

There are lots of resources and information online to support personalised practices e.g.

<http://www.personalisingeducation.org/wp-content/uploads/2012/09/Person-centredpracticesinschools.pdf>

For further guidance go to
LA schools website

<http://www.localoffer.southwark.gov.uk/information-advice-and-support/individual-support-for-families/southwark-information--advice-and-support-team--sias>

The Inclusion and Monitoring Team are available to offer advice and support to SENCOs and Inclusion managers on all aspects of SEND management. Contact details for the team are available on the Local Offer and the Southwark schools website.

Local Offer

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

Local authorities and their partner bodies and agencies **must** co-operate with each other in the development and review of the Local Offer. This is essential so that the Local Offer provides a comprehensive, transparent and accessible picture of the range of services available

(SEND CoP Ch. 4.1)

Southwark guidance and implications for practice

Schools and settings need to become familiar with the Local Offer in order to ensure it is being used appropriately, and to contribute to its on-going development.

You will need to be able to sign post parents and young people to appropriate services via it. Also there will be resources and services that you may wish to bring to bear in your setting or planning.

We welcome feedback from users about the local offer, as services and resources can change. So we ask our schools to let us know if there are good things out there not reflected on the Local Offer or if something has stopped being available.

Also in order to commission services we need to know what is needed – so if there is a gap let us know that too!

<http://www.localoffer.southwark.gov.uk/>

To give feedback-<http://www.localoffer.southwark.gov.uk/have-your-say/>

SEN information Reports

The Local Offer has to include arrangements providers have for

- identifying the particular SEN of children and young people
- consulting with parents of disabled children with SEN and disabled young people with SEN or disabilities
- securing the services, provision and equipment required by children and young people with SEN or disabilities
- supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living
- teaching, adapting the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN
- 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))
- assessing and reviewing pupils' and students' progress towards outcomes, including how providers works with parents and young people in doing so
- securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities.

(SEND CoP Ch. 4 extract)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

(SEND CoP Ch. 6.79)

Southwark guidance and implications for practice

Schools and settings are important contributors to the Local Offer, and as every setting must publish a detailed and specific SEN Information Report that covers the above points Southwark's Local Offer links to each school website to ensure that every parent can access the reports from a central point, rather than developing a complex and difficult to maintain alternative that covers mainly the same things.

The SEND CoP describes the additional duties for schools to publish more detailed information about their policies and arrangements for identifying, assessing and making provision for pupils with SEN, but does not state what any SEN policy should contain. The SEN Information Report may well be part of/ appended to a wider SEN Policy document or schools may prefer to have a separate brief SEN policy.

Every parent needs to be able to find the SEN information easily and to be able to compare one school with another. We advise that schools consider utilising a range of approaches to making this information accessible and useable to a variety of audiences. This could include website based, paper, summary versions, multi media based etc.

There are detailed guidance documents and some proformas for schools to use that ensures full compliance with the legislation. Ofsted scrutinise all schools SEND Information reports as part of their inspection protocols.

For further guidance, Southwark proformas and exemplars go to [LA schools website](#)

or the SEND section of <http://www.localoffer.southwark.gov.uk/>

Inclusion - Improving outcomes: high aspirations and expectations for children and young people with SEN

The SEND CoP makes clear reference to the importance of inclusive practices and high quality teaching as the key to meeting the additional needs of all children including those with SEND. Southwark expects all its settings to work in inclusive ways to meet the diverse needs of CYP living within Southwark. Our settings should be welcoming places that use the resources available to them to teach well and to support every student to achieve their very best.

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

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

(SEND CoP Ch. 6.1)

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

(SEND CoP Ch. 6.12)

Southwark guidance and implications for practice

There is a continued focus on the importance of teaching to eliminate barriers for individuals or groups of children, including those who may have additional needs but not necessarily SEN. E.g. English as an additional language, health needs or disabilities.

All schools must ensure that they comply with any duties expected from legislation such as the Equality Act, and have regard to other statutory guidance documents that promote inclusive practice.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools> (including objectives and an accessibility plan)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

High Quality teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

(SEND CoP Ch. 6.36)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

(SEND CoP Ch. 6.37)

The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

(SEND CoP Ch. 6.4)

Southwark guidance and implications for practice

The statements here have more depth than the old phrase 'all teachers are teachers of SEN' it is clear that the intention is that class/ subject teachers need to know the - who/ how/ what/ why and is it working for every pupil in their class.

There is a matching change of emphasis from the SENCO as the deliverer of 'special needs teaching' to being leaders of teaching and learning. SENCOs need to ensure teaching staff are able to deliver the expectations of the SEND CoP, including increasingly complex cycles of SEN support, and of course improving outcomes for pupils.

There is no set way of delivering or even defining high quality teaching, Ofsted are clear that each setting determines the approaches used themselves, but that settings must be able to explain their decisions and demonstrate that they work.

Successful high quality, inclusive teaching ensures that planning and implementation is developed to meet the needs of the pupils, whilst still allowing for challenge and high expectations. It draws upon the day-to-day interactions that take place in /and out of the classroom and utilises different pedagogical approaches to engage and motivate learners. Every Southwark school should have teaching and learning policies or processes that reflects the vision that every pupil will have their needs met, develop key independence skills and be able to achieve and enjoy regardless of the barriers they face.

The key is that teachers know their pupils, have sufficient knowledge of the impact of different types of SEND on learning and the skills to be able to amend classroom practice and pedagogy in a range of ways. For the SENCO this involves developing processes to ensure that teachers and other staff are getting the training, mentoring, support and challenge they need to do what is expected. SENCOs alongside other school leaders should regularly analyse the various types of data available and monitor teaching in order to make clear development plans that promote better outcomes. Conducting audits of staff skills will

allow planning of a well focused CPD programme to maintain skill levels utilising in-house, LA and other expertise.

LA training and forums for SENCOs cover many aspects of leading on teaching and learning.

For further information go to

[LA schools website](#)

CPD section or SENCO Support section for guidance.

Identifying and responding to SEN

All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil or young person.

(SEND CoP Ch. 6.14)

The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

(SEND CoP Ch. 6.5)

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEND CoP Ch. 6.15)

Class and subject teachers, supported by the senior leadership team, 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. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap.

(SEND CoP Ch. 6.17)

Southwark guidance and implications for practice

The definition of SEN and disability has not changed, with its foundation based upon notions of progress and intervention it continues to recognise the contextual basis of SEN. Children may experience difficulties learning for a range of reasons that would not be considered SEN e.g. bereavement. Having a diagnosis is not on its own a criteria for identifying as SEN, it is the impact (or not) on learning and development and the adaptations and provision required that supports identification. A pupil may be considered to require additional input in one setting but not in another, this can be due to many different factors including environmental aspects such as building design. Every school needs to develop its own clear rationale for when and why it determines a pupil has SEN, as well as what actions are then involved. This decision making needs to be robust, evidence based and transparent, including involving parents and pupils in the process. Identification should lead to actions that focus on

improving outcomes for the pupil. Information on the policies and procedures for identification should be clear within the school SEN Information Report.

Areas of need

These four broad areas give an overview of the range of needs that should be planned for..... In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time..... A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Communication and interaction
Cognition and learning
Social, emotional and mental health difficulties
Sensory and/or physical needs

(SEND CoP Ch. 6.27)

Southwark guidance and implications for practice

Schools need to ensure that they have the understanding, skills and resources to meet the needs of pupils with a broad range of commonly found areas of SEN. Every school is expected to make reasonable adjustments to policies and practices, to adapt teaching approaches to better support pupils with additional needs and to seek and implement specialist assessment and advice as needed.

Whilst behaviour is no longer a category of SEN the SEND CoP is clear that pupils can display behaviours that are often the consequence of SEN including delayed social or emotional development, and schools must ensure they identify those needs and address them appropriately.

As well as LA support services there are various groups and websites that offer information about the types of need

For more detail of CoP descriptors and useful websites of organisations supporting different areas of need go to

[LA schools website](#)

and for some useful online training materials;

<http://www.idponline.org.uk/> *useful for support staff, class or subject teachers*

<http://www.advanced-training.org.uk/> *useful for staff wanting to extend their understanding of SEN.*

The SENCO plays an important role in maintaining the strategic overview of the schools approach to managing SEND, ensuring that staff are supported and trained to be able to carry out their duties effectively. This requires regular auditing of pupils, staff skills, CPD and interventions, to ensure effectiveness of the schools approach. The SENCO should be able

to advise staff about the nature and impact of SEND on learning and development and offer guidance on approaches, strategies and interventions to employ. The role of SENCO is complex and demanding and SENCOs need sufficient time and resources to carry out their duties effectively. (see *regulations p3*)

SENCOs should undertake training to support them in carrying out that role, and all new SENCOs must successfully complete the National Award for SEN Co-ordination. The learning outcomes make it very clear the range of professional knowledge and skills required and are a useful audit tool for experienced SENCOs to reflect on their own development.

For information and other guidance on the role of the SENCO; [LA schools website](#)

There is a local termly offer of training and forums covering a range of aspects of the SENCO role and offering opportunities to share ideas and issues with colleagues. Email SEN direct or go to the CPD section of [LA schools website](#)

Southwark is an outreach partner of the Institute of Education UCL and works with the IoE to support our SENCOs to complete the course locally when possible or otherwise centrally at the IoE.

Contact Amanda Seller Programme Administrator (SENCO – SpLD – SENJIT) email a.seller@ucl.ac.uk / +44 (0) 20 7911 5355

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354172/nasc-learning-outcomes-final.pdf

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. 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.

(SEND CoP Ch. 6.44)

The four part cycle is; **ASSESS – PLAN – DO – REVIEW**

(SEND CoP Ch. 6.45-56)

Southwark guidance and implications for practice

This graduated approach is not new, but the expectations on class and subject teachers are more explicit, with teachers being responsible for the early cycles seeking support from the SENCO and others after reviewing their own actions. SENCOs will need to ensure that the processes in their own schools are clear, recorded, shared and followed by all.

Southwark expects all schools to utilise a graduated approach that is robust and equitable, and is developed in accordance with evidence based practice. As each setting and every pupil is unique the criteria used to determine SEN Support level needs will vary but every school must be able to demonstrate that they appropriately identify, assess, plan and make provision to meet the needs of every pupil and promote good outcomes.

Not all pupils requiring SEN Support will need expensive packages, often simple adjustments to teaching and a well targeted intervention can make a significant difference. Some pupils will need much more intensive packages up to the nationally prescribed threshold. It is important that schools utilise resources available to them to make provision that is appropriate to the assessed needs of the pupil and that is known to be well evidenced.

Provision is likely to encompass 4 main aspects;

- *Whole school embedded practice*

Provisions intended to redress inequities for specific groups but are available to and benefit all pupils e.g. breakfast/homework club, massage, library resources, SEAL,

- *Prevention*

Provisions intended to remove or alleviate potential barriers before they become entrenched e.g. enhanced language development project in nursery class, boys reading group, transition nurture groups, targeted mentoring for pupils at risk of offending,

- *Remediation*

Provisions intended to improve specific skills for identified groups or individuals - either time-bound with intended outcomes being the removal of barrier(s) to learning e.g. booster, reading recovery, social skills groups,

- or on-going to support adequate development of key skills e.g. SALT, additional literacy groups, social skills groups, half-size teaching sets,

- Access

Provisions intended to remove barriers to participation and learning within the curriculum and social world of the school. e.g. curriculum adaptation and individualised planning, use of specialist equipment, careful consideration of requirements for school trips, after school activities, focused additional adult support.

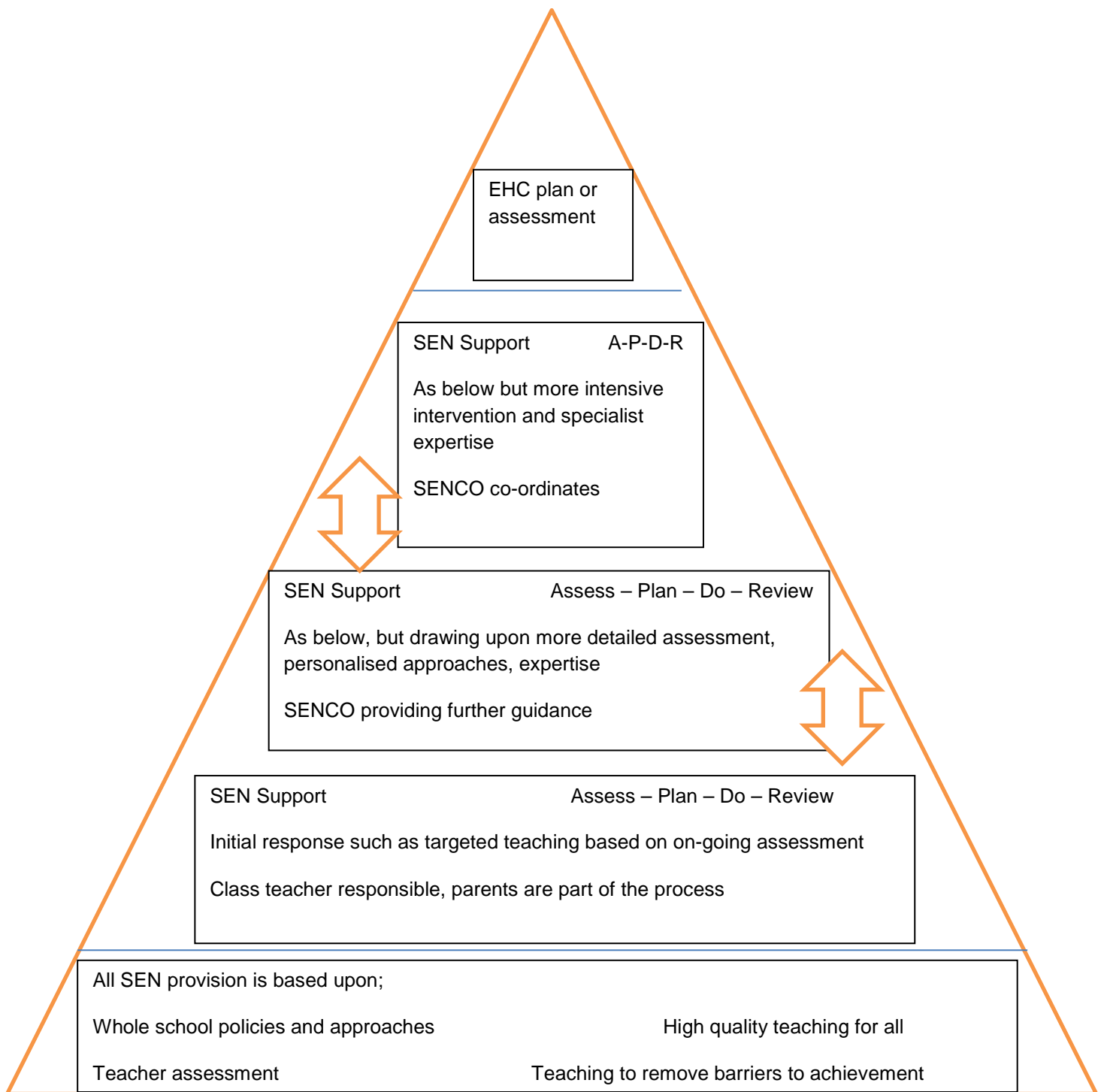
Within these four areas there will of course remain the need to demonstrate that the school employs a 'graduated approach' to the needs of children, with increasing depth and breadth of planning and individualisation of interventions. Therefore schools will need to consider and develop their own processes to determine levels of provision. Schools will need to develop ways to record and share their strategic approach to SEN provision so that it is clear to all.

For further guidance, tools and exemplars including a collection of SEN Support case studies go to

[LA schools website](#)

<http://www.localoffer.southwark.gov.uk/>

Graduated approach cycle



The SEND CoP describes in simple terms a graduated approach, which schools need to adopt and build into the practices already in place. Below is more detailed guidance with each area identifying the main approaches and practices that schools need to consider. These are not exhaustive but are guides for the minimum likely to ensure good practice.

Assess

Assessment should be a fourfold process that focuses not only on the pupil or young person's characteristics but also on the learning environment, the task and the teaching style. Schools need to look carefully at aspects such as classroom organisation, teaching materials, learning styles and relationships as part of any assessment.

The schools assessments should include:

- information from the previous setting/class
- information from the pupil and/or parent
- information from other agencies/professionals
- school based observations
- curriculum based assessment and records of progress including of other areas of development
- pupil tracking data (including comparison to external data)
- more focussed assessment/observations
- response to, and effectiveness of, all arrangements and interventions (e.g. schools behaviour management, differentiation, pastoral support, early intervention, learning support etc.), and including identification of effective strategies
- analysis of learning strengths and weaknesses

Gathering and collation of above for consideration and analysis in order to

- clarify the nature and severity of needs
- clarify the impact of the pupil's needs on learning and personal development
- identify barriers to access to and participation in, the broad and varied experiences within the school community
- identify outcomes wanted
- inform planning of provision to meet needs
- identify interventions to promote identified outcomes

Plan

A school seeking to meet the assessed needs of a pupil with additional education needs should firstly identify the range of arrangements, reasonable adjustments, and interventions which are available to bring to bear.

The school should then consider how these might be brought together to create an effective overall package of provision for the individual pupil. This will vary between schools.

This careful and informed planning should include:

- detailed consideration of possible arrangements
- identification of reasonable adjustments as appropriate
- consideration of curricular adaptation
- development of general teaching approaches and strategies
- identification and deployment of resources (funding, staffing, equipment, materials) available in or to the school and through partner/community services
- a range and variety of interventions that are appropriate to the nature and severity of need and promote identified outcomes for the pupil
- where appropriate identify actions and support at home

- appropriate recording and sharing of plans with staff, parents, pupils and other professionals involved.

Do

The provision being made for the pupil should not stop the pupil from having access to high quality teaching by the class or subject teacher during the day. Where interventions require time away from the main teaching consideration should be given to the impact e.g. careful timetabling, minimising the amount of time involved, or using time in the session to catch up with classwork.

The planned interventions may include:

- moving to a different form or class
- specific grouping or seating arrangements within class
- implementation of agreed strategies
- amendment of curriculum aims
- development of additionally differentiated curriculum
- modification of teaching materials
- on-going discussion with, and involvement of, parents/carers
- discussion with, and involvement of, the pupil
- planning and utilisation of peer support
- provision of small-group or individual support (in-class or withdrawal)
- additional teaching opportunities
- provision of additional or alternative equipment or resources
- teacher liaison with SENCO and support staff to support linking with main curriculum and to reinforce the intervention learning within main teaching.
- decision to undertake further assessment or seek additional specialist advice or input

The school should implement this support package for the pupil utilising these in-school resources and opportunities. It may be necessary, for some children, to enhance the provision through external or specialist interventions, or to establish a more focused “Team around the Pupil” (TAC) approach.

Review

Schools ongoing monitoring systems and more formal review procedures (at least termly) should demonstrate that effectiveness, adaptation and change to provision and strategies have been considered and evaluated.

Monitoring and review should address and answer questions such as:

- Are the planned interventions happening?
- Are the interventions being implemented consistently and effectively?
- Have the pupil’s needs been accurately assessed?
- Have the pupil’s needs changed?
- Is additional advice needed?
- Which strategies are effective - why and in what ways?
- Can these strategies be more widely used and extended?
- Which strategies have not been effective - and why?
- What progress has been made towards identified outcomes?
- Are the identified outcomes appropriate?
- What are the pupil’s views of the provision and his/her progress?
- What are the parent’s views of the provision and progress?
- Is the package of provision appropriate and/or working for the pupil?
- Have the interventions had time to work?
- What are the implications for future planning – short, medium and long-term?

- Do the parents and pupil have clear information about progress and impact of provision to allow them to fully contribute to on-going planning?
- How will this inform amendments to current arrangements for assessment, planning, intervention, strategies, and outcomes?
- Does the pupil continue to need intervention at this level?

This then leads back to the beginning, and the cycle if needed starts again with increased focus, intensity and frequency.

Assess

- consideration of new information
- more focussed assessment and observations which take account of previous assessment and interventions
- review of the pupil's progress in response to provision
- identification of areas of increasing concern
- appropriate specialist assessment or advice

Plan

- more individualised planning which takes account of the more detailed assessment information and is informed by external/specialist advice
- more detailed consideration of possible arrangements
- further consideration of possibly increasing curricular adaptation, including the provision of specialist materials or equipment

Do

- increased range and variety of approaches and strategies including, usually, higher levels of support, possibly supplemented by specialist intervention
- identification and deployment of resources available in school and through partner/community services
- intervention which makes use of increasing amounts of schools notional SEN budget

Review

- on-going and rigorous review of interventions and strategies used and effectiveness

The graduated approach to SEN Support is characterised by increasingly focused and individualised planning, drawing upon a wider range of strategies, resources, specialist advice and input to develop and employ more powerful interventions. This requires more careful coordination, monitoring and evaluation. Schools ongoing monitoring systems and more formal review procedures, including regular meetings with parents, should demonstrate that effectiveness, adaptation and change to provision and strategies have been considered and evaluated.

The SEND CoP does not specify how schools must record the planning for individuals but does note provision mapping is a useful tool. Southwark strongly recommends schools utilise a provision management approach to support not just pupil level practices but as a strategic tool. There are many different formats and approaches to provision mapping but whichever approach is chosen it should be able to answer key questions such as

What do you offer in total within your school? Why?

How well does this match to your intake?

Is it equitable across - groups of children? Areas of need? Levels of need? Are there gaps?

What is the relative balance of type and purpose of interventions? (e.g. curriculum access, group support, early intervention)

How does this relate to whole-school development priorities?

What changes or enhancements do you plan to make? Why?

How do you identify and measure outcomes of provision?
Are the provisions effective and value for money?

A well designed map can be used as part of the published approach to SEN provision, to report to governors, the LA or to Ofsted, and importantly to explain provision available or being made to parents. It is important to make sure that the map contains entry and exit criteria, monitoring information and the evidence base as well as the usual arrangements information.

Southwark has generated a version that is designed to contain the main whole school information required, schools can use this and add to it to suit their own needs, or use their own if theirs contains the same information. We suggest using a format like excel that can be adapted to suit different purposes easily with columns added or hidden as required. It can be highlighted and used as a class, group or individual plan.

To support using provision maps and management to support judgements on value for money maps will need to be costed. Southwark has developed a tool to support costing called the ready reckoner. This uses agreed pay rates for a range of staff and interventions and can be used to cost individual provision as required when applying for an EHC needs assessment or to cost provision generally.

Whatever the schools strategic approach to SEN the SENCO must be able to demonstrate that

- pupil needs are identified early enough
- parents and pupils are fully involved
- appropriate support is developed and monitored for impact
- outcomes are good enough
- expertise is used in the most effective way or for the right pupils
- specific services or resources are commissioned when needed

See Southwark Provision Management guidance and Ready Reckoner guidance.

[LA schools website](#)

Funding

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.

SEND CoP Ch. 6.97-8

Southwark guidance and implications for practice

All Southwark schools receive funding to make SEN provision. This is called the delegated 'notional' SEND budget. This is a lump sum distributed based on a formula system agreed by schools forum that uses a mix of deprivation indices and prior attainment. (For 6th Forms and colleges there is a national formula.) It is intended, alongside the core school budget, to allow the school to make effective early intervention and SEN provision for groups and individual children including those pupils identified as requiring 'SEN support'. It also covers the school's contribution (£6000) to individual pupil EHCP funding. The SEND CoP is clear that funding is not ring-fenced and that schools need to provide high quality appropriate support from the whole of their budget.

The delegation agreement between the LA and schools makes provision for additional funding to be requested when extra-ordinary circumstances arise such as high levels of SEND in comparison with other Southwark schools.

It is for schools to decide how their budget is spent in line with their own priorities, planned strategic SEND developments and the needs of their pupils. Schools are expected to use their funding to promote best outcomes for all pupils utilising evidence based interventions and monitoring for effectiveness. Patterns of provision should be flexible and based on the audited and assessed needs of the pupils at the school.

However pupils with high levels of need are likely to require provision funded through the high needs block which provides funding for statements / EHCPs and highly specialist provision. This funding is ring-fenced to those pupils to make the provision specified.

For further information go to
<http://www.localoffer.southwark.gov.uk/>

[LA schools website](#)

EHC needs assessment and EHC plans.

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil or young person, the pupil or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment (see Chapter 9). To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

SEND CoP Ch. 6.63

Southwark guidance and implications for practice

The decision to request an EHC needs assessment should be based upon evidence that:

- the pupil has significant special educational needs, in any of the four areas of need specified in the Code of Practice, which require long-term, highly individualised interventions necessitating a level of resourcing which is in excess of that which can be realistically provided through SEN Support provision.
- the pupil is making unsatisfactory progress in relation to self and/or peers despite well-planned and powerful interventions over time at SEN Support, and that progress could be significantly improved were additional resources made available to provide long-term, highly individualised interventions
- the pupil has significant difficulties in accessing the school curriculum because of the impact of his or her special educational need, or because of the discrepancy between his or her levels of achievement and the demands of the curriculum, and will require long-term, highly individualised interventions to overcome these barriers
- the pupil has made progress only because of levels of provision which are commensurate with those associated with EHC plan level support, and continues to require such long-term, highly individualised interventions in order to maintain that progress.

To support the assessment process Southwark has developed indicative criteria that schools must have reference to when gathering the evidence for a request. The criteria for health services and social care are part of the overall criteria to ensure that there is a better understanding of the various thresholds between all concerned. The education section of the criteria has 3 strands;

Level – the nature, severity and impact of the difficulties the pupil has in learning and other aspects of development. Schools need to show how the difficulties affect the individual pupil, and especially how they are impacting on progress in learning or other areas which should be contextualised in terms of rate of progress against norms/peers/self, expectations, school structures and attendance.

Process – the actions taken by the setting over a period of time, demonstrating the adaptation and increasing intensity of the ‘assess, plan, do, review’ cycle being brought to bear including specialist advice being sought and implemented. Schools will need to demonstrate appropriate use funding on evidence based interventions and provision in excess of the nationally prescribed threshold (planning, provision maps, ready reckoner)

Resource – implications for provision and resources – what is required to meet needs and promote achievement of the outcomes wanted for the pupil. Schools should identify what

long term outcomes are important for the pupil across a range of areas of learning and development and how they may be achieved.

Whilst the criteria supports decision making every case is considered on its individual facts based upon the information sent in rather than a tick box approach, e.g. a pupil may be attaining a little above the indicative criteria for cognition but this may be due to excellent provision at a level in keeping with EHC plan level. Southwark needs to see evidence from a range of professionals and sources that clearly describes the pupil, their strengths and difficulties and the actions taken by the school over time.

Not all EHC assessments will lead to a plan being developed, but the assessment information will inform the on-going planning and provision.

For Southwark Indicative Criteria, EHCP information settings form and Southwark EHC assessment guidance materials go to

[LA schools website](#)

for support for parents through the EHCP process <http://www.localoffer.southwark.gov.uk/>

EHC plans

Where a nursery, school or college (of a type identified in paragraph 9.78) is named in an EHC plan, they **must** admit the child or young person. The headteacher or principal of the school, college or other institution named in the EHC plan should ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. Institutions should also ensure that teachers and lecturers monitor and review the child or young person's progress during the course of a year. Formal reviews of the EHC plan **must** take place at least annually.

(SEND CoP Ch. 9.130)

Southwark guidance and implications for practice

Schools should make sure that they use the EHC plan appropriately to support their shorter term planning for the pupil. Southwark plans make clear schools are responsible for generating shorter term targets that relate to the medium term steps and longer term outcomes. Schools should monitor progress in line with their usual arrangements at least termly and formally review annually. Schools should consider

- Who will we involve in drawing up the shorter outcome related targets?
- What information will we need?
- How will we decide what to include?
- How will we put it into practice?
- How will we monitor / review the provision?
- How will we use our evaluations to inform future practice?
- How will we feed this into the annual review?

The provision being made for the pupil with an EHC plan should be characterised by

Arrangements that:

- promote the inclusion of pupil
- promote personal, social, emotional development and confidence
- promote independence
- are carefully coordinated

Planning that:

- is clearly focussed and individualised
- creates a well-planned package of support, utilising range of effective/appropriate strategies
- promotes the outcomes specified in the plan
- is regularly reviewed

Interventions and strategies that:

- address identified needs
- accord with those detailed in the plan
- implement specialist advice
- support the development of skills for life such as independence
- are effective in overcoming barriers to learning
- improves access to all aspects of school life

Implementation that:

- makes effective use of school and external resources
- makes effective use of additional EHC plan funding

For training and guidance on implementing EHC Plans including example planning recording formats

[LA schools website](#)

Annual Reviews

EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations.....Reviews **must** focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review **must** also consider whether these outcomes and supporting targets remain appropriate.

.....EHC plans are not expected to be amended on a very frequent basis.

(SEND CoP Ch. 9.166, 9.193)

All EHC plans must be reviewed at least annually. (6 monthly for the under fives). The annual review should consider and report on;

- Information and advice, from the school, external services and agencies, the parent and the pupil, that support planning for the pupil
- The pupil's progress towards meeting the outcomes specified in the EHC plan including any relating to health or social care
- The pupil's progress towards achieving the medium term steps and shorter term targets set
- The on-going appropriateness of the outcomes
- The pupil's attainment and progress in relation to the curriculum
- The pupil's development and progress in other areas e.g. communication, social skills
- The provision being made for the pupil
- The effectiveness of the interventions which are in place
- Modification or changes to the provision being made including any provision being made by health or social care
- The outcomes to be focused on and planning and interventions for the next year

And

- Whether the EHC plan is still required or should be amended with regard to those considerations.

Schools are informed of the reviews due and are expected to convene them inviting the parent, LA and other relevant professionals. It is unlikely that everyone will attend every review so it is important to ensure you prioritise with professionals as to which meetings to attend and to allow people enough time to give appropriate information in written form in advance. Schools are expected to circulate papers 2 weeks in advance, this helps to reduce the time needed in meetings to read reports.

The Annual Review form and the reports that are part of it must be sent to the LA within 10 working days of the meeting. Southwark then decides if it will amend, cease or leave unchanged the EHC plan, so it is important that schools indicate and share evidence of where there are significant changes that mean the plan must be changed. Generally small changes or steps of progress are unlikely to require the plan to be formally amended, and the Annual Review becomes an appendix to the plan recording progress and noting areas of focus and next steps for the coming year.

See Southwark's Annual Review of EHCP form and guidance [LA schools website](#)

Transition and Preparation for Adulthood (PfA)

SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8, Preparing for adulthood from the earliest years). To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process. Where a pupil is remaining at the school for post-16 provision, this planning and preparation should include consideration of how to provide a high quality study programme, as set out in paragraph 8.32.

(SEND CoP Ch 6.57)

8.5 When a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. Health workers, social workers, early years providers and schools should encourage these ambitions right from the start. They should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them.

Early years providers and schools should support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another (for example, from nursery to primary school). Maintained nurseries and schools **must** ensure that, subject to certain conditions, pupils with SEN engage in the activities of the nursery or school together with those who do not have SEN, and are encouraged to participate fully in the life of the nursery or school and in any wider community activity.

(SEND CoP Ch.8.5 -6)

Southwark guidance and implications for practice

Planning for transition to the next phase should be a part of the overall plan for the child – even if it seems a long way off. Starting to think about this prior to transition gives the child/young person time to develop skills and confidence to understand and make the change. If everything is well planned in good time then everyone will feel more in control.

Schools should have well developed transition policies and practices that identify and address the additional difficulties pupils with SEND may face. This is likely to involve more careful consideration of how the change might impact upon the child and family, more personalised points of contact e.g. a key named person, and more extensive pre transition activities such as extra familiarisation days. It may be that the parent needs before the child starts school e.g. signposting to appropriate support and guidance.

It is important that the SENCO, class teacher and other key staff work together with the family and Early Years setting to ensure the transition is as smooth as possible and that any important information is shared well in advance and is discussed openly and professionally to support arrangements being in place from day one. Effective planning supports the pupil to be able to be part of and genuinely contribute to the wider world of school and community.

There should be a sense of the child's voice even if they are unable to identify independently themes such as aspirations, difficulties and strengths. Children can be supported to contribute their ideas from a very early age by thinking about ways to help them express themselves e.g. through choice boards, pictures, smiley charts, all about me books. Useful questions to consider with the family and Early Years settings are;

- What play choices does the child make?
- How do they play with peers?
- What is the child really interested in?
- How do they approach learning? What do they enjoy?
- What can the child do now? What are you trying to do next?
- What are their specific individualised needs?
- What do parents and carers tell you about the child?
- Would the child benefit from additional transition activities?

Thoughtful consideration also needs to be given when preparing pupils for transition to secondary school. Schools should ensure that pupils that are likely to require additional support to manage the transition smoothly are identified early, preferably in Y5. Then planning and interventions can be put in place to support the development of skills needed for a successful transition such as; independence, organisation and friendship skills.

Transition planning is supported if secondary schools receive and act upon the following as early as possible;

- List of SEN Support children transferring
- Brief outline of key information for each child covering e.g.
 - main areas of need
 - strengths and weaknesses
 - curriculum levels and progress
 - progress in other areas of development
 - support provided (including agencies involved such as SSD)
 - other information such as do/don't put in same form/teaching group as X, interests etc.
 - pupil's views of important things, e.g. likes/dislikes/interests, learning and progress, friendship, things that do or don't help.....
- SEN files

For pupils with more complex SEND or EHCPs there should be a review in Y6 where key professionals such as the SENCO from both schools can discuss with the parent and pupil the following;

- Pupil's strengths, talents, and interests
- The nature of the pupil's needs
- The impact of the pupil's needs on learning, curriculum access and participation in the activities of the school
- Interventions and strategies that have been used, and effectiveness
- Special equipment and resources in use
- Involvement of external agencies and focus of their work
- Aspects of secondary school that might create additional difficulties
- Parental and pupil concerns about transfer or secondary provision

This supports consideration and planning of

- ways to develop particular skills before transfer
- ways for the current class teacher to support and plan for transfer
- ways for the parent to support and plan for transfer
- support needed for the pupil's attendance at Year 7 Induction Day

- groupings in secondary
- the nature of the provision package
- Sharing of information about the pupil's needs and of appropriate strategies with all relevant staff in the new setting
- particular support that the pupil may require in the first few days of term after transfer
- continuity of external input and intervention
- staff training needs and need for specialist advice
- specific equipment or resources needed
- of physical or significant curricular adaptations

The outcomes of the planning meeting should be recorded in a way that supports all involved to be clear about actions to support the pupil to make a successful transition into secondary school.

Such early planning and responses by both schools is the key to ensuring successful transition for the child. Benefits include that:

- pupils and their families are better supported through transition and are likely to be less anxious
- potential problems are minimized
- necessary support is in place from the moment the pupil starts
- provision utilizes approaches and strategies which have proved successful for the pupil
- subject and pastoral staff are aware of the pupil's needs and of approaches to meet those needs
- planning and initial provision acts as a clear baseline to judge effectiveness and progress from

Southwark SEND Inclusion Practitioners support the transition of pupils with SEND into Southwark schools

SEN-EducationalPsychologist&EHO@southwark.gov.uk

For guidance and formats go to

[LA schools website](#)

Preparation for Adulthood (Transfers 14+)

High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.

(SEND CoP Ch. 8.7)

For teenagers, preparation for adult life needs to be a more explicit element of their planning and support. Discussions about their future should focus on what they want to achieve and the best way to support them to achieve. Considering the right post-16 option is part of this planning.

(SEND CoP Ch. 8.8)

Preparing for adulthood means preparing for:

- **higher education and/or employment** – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- **independent living** – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- **participating in society**, including having friends and supportive relationships, and participating in, and contributing to, the local community
- **being as healthy** as possible in adult life

(SEND CoP 7.38)

Young people entering post-16 education and training should be accessing provision which supports them to build on their achievements at school and which helps them progress towards adulthood. Young people with EHC plans are likely to need more tailored post-16 pathways.

SEND CoP 8.20)

Southwark guidance and implications for practice

To best support young people and their families to manage the change to the next phase in their life, be that continuing education, apprenticeship or work you need to start the process of Preparation for Adulthood early. From no later than Yr9 there needs to be a focus on supporting YP (with EHC plans or on SEN Support) to identify their strengths, capabilities and interests and raise their aspirations and then on supporting them to achieve the best possible outcomes towards them.

From this stage onwards planning needs to encompass steps towards wider life outcomes and offer information and pathways that support the YP to be able to enjoy to the best of their ability higher education and /or employment, independent living, participation in society and being healthy.

Schools should consider how to utilise new flexibilities created by the introduction of 16-19 study programmes including supported internships, Traineeships and Apprenticeships (or up to 25 for young people with EHC plans) to tailor packages for young people with SEN (See FE Implementation Pack, March 2015 DFE)

Transition planning should be: **Participative, holistic, supportive, evolving, inclusive and collaborative**. It should centre on the child or young person's own aspirations, interests and needs. Planning should:

- help parents and young people to become aware of their options during Year 9 at the latest
- help the young person put together a transition plan that covers the move to KS4 but with a view to their aspirations post-16 and beyond
- This plan should focus on what is needed to support the YP to reach the outcomes agreed, (provisions) and the shorter term steps to be taken (SMART targets) with clear timelines, and opportunities to review and monitor the progress and the SEN provision being made. This should also ensure that it still matches the desired outcomes of the YP and is amended accordingly
- Transition planning reviews can take place at one of the termly SENCO/Parent/YP SEN support review meetings or an Annual Review meeting. They should be revised to ensure they support transition to the stage or setting
 - where a YP has an EHCP share this plan with SEN PFA Coordinator as part of the transfer process or annual review
- The young person must be referred for careers guidance with the school careers adviser and the transition plan should be amended to include key information from this
 - where a YP has an EHCP provide SEN PFA Coordinator with a summary of the guidance interview as part of the transfer process or annual review
- Parents/Young people must start their research for next education setting or training/employment option early
 - where a YP has an EHCP parents must inform SEN of their education preference by 31st March in the academic Year they are transferring.
 - The LA has a duty to have the next setting named in the EHC plan of any young person moving on from school to Further education. PFA Coordinator will consult with the transferring education settings and must have something named by March 31st
- Schools can support and signpost parents/young people to the LA Local Offer for information on education and training provision available in FE & 6th Form Colleges, special post-16 institutions and other post-16 providers

Further information and guidance can be found at

http://www.preparingforadulthood.org.uk/media/357899/pfa_4_outcomes_on_health-pathway-removed.jpg

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414385/04-14_FE_Implementation_Pack.pdf

<http://www.preparingforadulthood.org.uk/>

<http://localoffer.southwark.gov.uk/youth-offer/>

https://www.mentalhealth.org.uk/sites/default/files/an_ordinary_life_passport_new.pdf

<http://www.sendgateway.org.uk/download.transition.html>

<http://www.autismeducationtrust.org.uk/~media/AET/Assets/Global/PDFs/Transition%20Toolkit.ashx>

<http://www.sendpathfinder.co.uk/preparing-for-adulthood-information-pack>

Relevant legislation

This LA guidance is in accordance with, and guided by, current statutory frameworks and guidance, in particular those below.

Children and Families Act 2014 (Section 19) and associated regulations:

- The Special Educational Needs and Disability Regulations 2014 (as amended)
- The Special Educational Needs (Personal Budgets) Regulations 2014 (as amended)
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Education Acts (1996, 2011)
- Equality Act 2010
- The Mental Capacity Act 2005
- The Children Act 2004
- Supporting pupils at school with medical conditions (2014, updated December 2015)
- SEND Code of Practice (January 2015)
 - DfE: Working Together to Safeguard Children (2013)
 - DfE: Reasonable adjustments for disabled pupils (2012):
 - DfE: Counselling in schools: a blueprint for the future: (2016)