

2023

Southwark LA SEND Guidance

for schools

Foreword

We hope you find this document useful in setting out the provision that the local authority expects all educational settings to make to ensure that all learners make progress. We hope that staff in all settings will use this document to discuss the type of provision that will benefit a child or young person. This guidance aims to support schools and settings in further embedding the SEND code of practice: 0 – 25 years effectively. The vision and principles are underpinned by the 2022 –2025 Southwark Council Special Educational Needs and Disability (SEND) Strategy for children and young people 0 – 25 and so improve outcomes for the children and young people of Southwark.

'Our aim is to ensure positive and productive outcomes for children and young people aged 0 – 25 with special educational needs and learning disabilities (SEND).' (Parent Carer Forum: Southwark Independent Voice (SIV) part of mission statement 2019)

Principles

- The child or young person's views and aspirations should be central to all planning with and for them.
- Parents should be partners in all decisions and discussions about how best to support their child.
- Teachers should have high expectations for every pupil, whatever their starting point.
- Teachers should set targets which are ambitious using appropriate assessments.
- All pupils should have access to a broad and balanced curriculum.
- Potential areas of difficulty should be identified and planned for from the outset.
- Lessons are planned to address areas of difficulty and to remove barriers to pupil progress.
- Planning enables the majority of pupils with SEN and disabilities to study the full national curriculum.
- Assessment and intervention should follow a needs led approach and not be reliant on a diagnosis.

Southwark's vision for children and young people with SEND is supported by the overarching strategy of the council, Partnership Southwark and the partnership Southwark Recovery Plan for Health and Social Care.

Southwark's Values

- Treat residents as if they were a valued member of our own family;
- Be open, honest and accountable;
- Work for everyone to realise their own potential;
- Spend money as if it were from our own pocket;
- Make Southwark a place to be proud of;
- Always work to make Southwark more equal and just;
- Stand against all forms of discrimination and racism.

This document has been coproduced by the Senior Adviser for SEND, SEN Team, SENCOs and wider Southwark SEND Service.

Special Educational Needs and Disability (SEND) Strategy 2022 – 2025 Southwark Council

This strategy builds on a strong, well-established SEND system: provision and outcomes for children and young people with SEND in Southwark are excellent. All of the local area's special schools are good or better. Of the nine schools, five are consistently OFSTED outstanding.

At the end of the summer term 2022 (2019 for most recent published results at primary), the achievement of children and young people identified as 'SEN support' in Southwark mainstream schools was in the top 25% of local authorities in the country in the End of Key Stage assessments at age 6 and 11, at GCSE and Post- 16.

We recognise that only by continuing to work collaboratively with all Southwark stakeholders: parents, children and young people and providers, can we maintain and build upon these high standards. We acknowledge that there is a need to keep pace with demand, to share best practice and improve the quality of provision further.

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Southwark SEND Standards

For provision in all mainstream schools – Overview



Standard 1 – An inclusive setting: providing a positive and supportive environment for all

Schools should:

- Ensure all pupils have access to high quality teaching
- Provide an education that is ambitious and promote fulfilment of potential
- Provide an education that is appropriate to the needs of the pupils
- Remove barriers to learning and participation
- Promote positive relationships and well-being for all pupils
- Adopt a pro-active and positive approach to behaviour



Standard 2 – Ensuring high quality teaching is accessible to all

Schools should:

Understand great teaching for pupils with SEND is great teaching for all
Use the following evidence-based teaching strategies for pupils with SEND:

- Scaffolding
- Flexible grouping
- Cognitive and meta cognitive strategies
- Explicit Instruction
- Technology to support pupils with SEND

Ensure all teachers can use these strategies confidently and flexibly in response to the needs of the pupils

Ensure support staff do not replace the teaching from the classroom teacher



Standard 3 – Building an ongoing and holistic understanding of need for all

Schools should:

- Use the graduated approach of ‘assess, plan, do, review’ to understand pupil’s learning needs
- Assess regularly and purposefully, involving parents/carers, pupils and other professionals
- Empower and trust teachers to make decisions on next steps for teaching a child
- Understand the majority of children and YP with SEND will have their needs met in local mainstream schools
- Understand the purpose of an EHC Plan is to secure the best outcomes across education, health and social care in preparation for adulthood



Standard 4 – An inclusive setting: providing a positive and supportive environment for all

Schools should:

- Understand HQT reduces the need for extra support
- Understand some pupils will require high quality, targeted and structured interventions to make progress
- Ensure support staff can regularly access high quality training appropriate to the pupil’s needs
- Increase the intensity of the intervention with need (universal – targeted – specialist)
- Understand the effective deployment of support staff is critical to meeting needs and securing outcomes
- Ensure school leaders regularly monitor the impact of support staff on pupils with SEND



Standard 5 – Use targeted support and interventions to supplement HQT

Schools should:

- Know and follow all relevant legislation
- Review and update all statutory documentation
- Have up to date knowledge of all access arrangements
- Follow statutory requirements in respect of admissions, toileting, medical needs and safeguarding
- Ensure their setting enables the majority of needs to be met without an EHC Plan, including those with complex needs
- Follow all processes, as set out by Southwark LA, in applying for an EHC needs assessment
- Ensure effective EHCP provision
- Follow all statutory requirements for reviewing an EHC plan

Standard 1

An inclusive setting: providing a positive and supportive environment for all

Ensure all pupils have access to high quality teaching

The SEND Code of Practice 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 children and young people 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 Ch6.1)

All pupils should have access to a broad and balanced curriculum. Teachers should set high expectations and be ambitious for all pupils, including those with SEND. Lessons should be planned to address any potential areas of difficulty and to remove barriers to pupil achievement. In most cases, pupils with SEN and disabilities will study the full national curriculum.

Schools are expected to 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.

[gov.uk/government/publications/mental-health-and-behaviour-in-schools--2](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)
[Statutory guidance on supporting pupils at school with medical conditions.pdf](#) (publishing.service.gov.uk)

High quality teaching

SENCOs as leaders of teaching and learning, need to ensure teaching staff are able to deliver the expectations of the SEND Code of Practice, including increasingly complex cycles of SEN support, and improving outcomes for pupils.

There is no set way of delivering 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.

localoffer.southwark.gov.uk/training-and-drop-ins/training-events-for-professionals/

Provide an education that is ambitious and promotes fulfilment of potential

This sets out what can be reasonably expected of schools, early education settings, colleges and sixth forms in developing an inclusive provision for children and young people with SEND that is ambitious and promotes fulfilment of potential.

- The setting welcomes all children and young people and does not exclude children and young people with SEND at the point of entry.
- The language used in the SEN information report actively welcomes prospective parents / carers of children and young people with SEND.

- In the setting, children and young people with SEND are taught with their peers in a mainstream classroom for the majority of the school day. Where there is resourced provision, staff are proactive in ensuring that the children and young people attending the provision are included with their peers as much as possible when appropriate opportunities arise.
- The physical environment, such as displays, signage and information is accessible to all children and young people with SEND.
- Meeting the needs of children and young people with SEND is given a high priority by everyone in governors, leaders, staff, parents/ carers, children and young people and is demonstrated in their everyday interactions, attitudes and approaches to each other.
- Senior leaders are knowledgeable about the SEND within their setting and ensure that roles and responsibilities for SEND provision are clear. A SEND development plan is in place (separately or embedded into the whole school development plan) which shows leaders have correctly identified key priorities for the continued improvement of the inclusive SEND provision across the setting.
- All children and young people are equally valued and treated with respect by adults and by each other. Staff at all levels consistently challenge each other about any non- inclusive, discriminatory or inequitable practice for children and young people with SEND.



Provide an education that is appropriate to the needs of the pupils

This sets out what can be reasonably expected of schools, early education settings, colleges and sixth forms in providing an education that is appropriate to the needs of the pupils.

- All staff in the setting have high aspirations for children and young people with SEND.
- The setting has a clear vision and ethos for the quality of education for children and young people with SEND at the setting. The vision and ethos are reflected in the policies and practices of the setting and are promoted by all staff.
- Curriculum planning shows that the curriculum is well planned, sequenced and adapted to meet the diverse learning needs of all children and young people with SEND in the setting.
- Marking and assessment systems are well designed and take full account of the diverse learning needs of children and young people with SEND in the setting. This includes access arrangements for formal assessments.
- All adults have a pro-active, positive and supportive understanding of the behaviour of children. They understand that behaviour is a form of communication and always look for the underlying causes of any disruptive behaviour that a child or young person with SEND might exhibit.
- The setting takes into account the individual, the home and wider community when planning how best to support the learning.
- The setting recognises that a pupils' needs change as they move through different environments and life experiences.
- The setting understands individual learning needs using the graduated approach of 'assess, plan, do, review'
- The setting recognises supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils. It means understanding the specific barriers a pupil faces to learning and what they need in order to thrive and be included in all the school has to offer.
- Teachers feel empowered to use the information they collect to make next step decisions for teaching the child.

Remove barriers to learning and participation

Placing support for pupils with SEND at the heart of the school priorities means removing barriers to learning and participation. This approach should be across the whole school and not just in the classroom, reinforced in language, activities, routines and strategies. Different settings have different approaches to removing barriers. Some may choose to focus on seating strategies while other may develop clubs that build friendships, support and happiness. It is the everyday activities and interactions with people, symbols and objects that a pupil experiences in a setting that drive the learning and development. School leaders and teachers should therefore seek to understand what drives pupil development in all areas of the school to create a positive and supportive place. Making informed decisions on all aspects of school life, from allocating lockers and coat pegs to dining room seating and playgroup equipment can all help to remove barriers to learning and participation. For example giving a child with communication and interaction difficulties a coat peg at the end of the row and at eye level enables access to the peg whist reducing anxiety created by physical proximity and noise. The pupils' interaction with the object (coat peg) is then developmentally supportive rather than inhibitive and increases the likelihood of arriving on time to school/lessons and engaging with the learning activity.

Promote positive relationships and well-being for all pupils

An inclusive school environment for pupils with SEND is also beneficial for all pupils. Having positive attitudes towards the inclusion of children with SEND supports better quality interactions with all pupils Teachers are responsible for the learning of all pupils and ensuring longer interactions with pupils with SEND, supports their full participation in the class. They should have the same opportunities as their peers to benefit from the highest quality teaching the school can provide.

The Education Endowment Foundation Guidance Report 'Special Educational Needs in Mainstream Schools'

'The largest observational research project conducted on U.K. pupils with SEND found that, in primary schools, pupils with EHC plans experienced a high degree of separation from the classroom, teacher, and peers. (It should be noted that the majority of the pupils in the study outlined here had a primary need related to cognition and learning, and the results, therefore, do not claim to be representative of other types of SEND.)



The research project found that, in Year 5, these pupils spent over a quarter of their time away from the mainstream class, most often with other pupils identified as 'low-attaining' or as having SEND. In secondary settings, pupils with SEND experienced a form of 'streaming' where lower-attaining pupils and those with SEND were taught alongside each other away from their average- and higher-attaining peers. This situation could lead to pupils with SEND experiencing a lower quality of teaching, especially if provided by a less experienced or less-qualified member of staff (see Recommendation 5).

Wider evidence from the EEF Teaching and Learning Toolkit also shows that, on average, streaming (or setting) has a negative impact for low-attaining pupils.

“Building relationships with students is by far the most important thing a teacher can do. Without a solid foundation and relationships built on trust and respect, no quality learning will happen.” Timothy Hilton 2018

“In the classroom, positive relationships are the foundation for learning success” Cicerly Woodard 2019

Adopt a proactive and positive approach to behaviour

There is strong evidence that a proactive, positive, and supportive approach to behaviour will benefit all pupils and can reduce the amount of challenging behaviour they exhibit.

The EEF guidance report, *Improving Behaviour in Schools*, makes six recommendations that are relevant to all pupils, including those with SEND.

1. Know and understand your pupils and their influences
2. Teach learning behaviours alongside managing misbehaviour
3. Use classroom management strategies to support good classroom behaviour
4. Use simple approaches as part of your regular routine
5. Use targeted approaches to meet the needs of individuals in your school
6. Consistency is key

Southwark supports trauma informed approaches to behaviour, as part of its wider behaviour strategy. For children and young people with social, emotional and mental health needs, trauma informed practice successfully supports their positive integration into mainstream schools and classrooms.

For further advice and guidance please contact the Behaviour Task Force
PrimaryBehaviourStrategy@southwark.gov.uk

Maureen Thomas: Head Teacher - Summerhouse Behaviour Support Service

Lisa Noel: Head Teacher – Beormund Primary School (SEMH Provision)

Sarah Redman: Senior Advisor – Southwark Inclusion & SEN



Standard 2

Ensuring high quality teaching is accessible to all

Understand great teaching for pupils with SEND is great teaching for all

High Quality Teaching (HQT), also called Quality First Teaching (QFT), is the crucial first step in meeting the needs of all children and young people with SEND in any given educational setting. As such, it plays a key role in reducing the number of children and young people who will need to access SEN interventions and targeted support.

HQT is part of the three-wave model of intervention:

Wave One: (Universal Offer/HQT) Inclusive, High-Quality Teaching for all.

Wave Two: (Targeted support and Interventions) Additional, time limited, tailored group interventions and/or planned support programmes.

Wave Three: (Individual support) Increasing individualised programmes of support that are different from or additional to what is ordinarily.

To be effective, HQT needs to be embedded into all subject areas, at all levels, across all years, by all teachers.

At the heart of HQT is the good planning, and delivery of well sequenced, manageable lessons by teachers. This includes making effective pedagogical choices, such as using adaptive teaching strategies and personalised approaches to learning. HQT is supported by the use of effective formative assessment so that teachers can identify gaps in learning and recognise when and how they need to adapt and adjust their planning and teaching so that all children/ young people can achieve well.

Throughout the SEN Code of Practice the importance of HQT for children and young people with SEND is highlighted.

'(Para 1.24) High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people'

'(Para 6.19) first response to progress should be high quality teaching targeted at their areas of weakness.'

HQT is also reflected in all the current teacher standards. This means that if teachers are not delivering HQT then they are not fulfilling those standards.

The following standards are key to the successful teaching of children and young people with SEND:

- **Standard 1 - Set high expectations which inspire, motivate and challenge pupils**

Point 2 - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

- **Standard 2 - Promote good progress and outcomes by pupils**

Point 2 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

Point 4 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

- **Standard 5 - Adapt teaching to respond to the strengths and needs of all pupils**

Point 1 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

Point 2 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these

Point 3 - demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development

Point 4 - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Use evidence-based teaching strategies for pupils with SEND

Research by the Education Endowment Fund (March 2020) into special educational needs in mainstream schools found the following 5 pedagogical strategies were most effective for children / young people with SEND:

- Scaffolding
- Flexible grouping
- Cognitive and meta cognitive strategies
- Explicit Instruction
- Technology to support pupils with SEND

While these strategies can be successfully utilised for most pupils, some pupils will require specialist support delivered by a trained professional or specialist. This could include specific equipment, teaching methods or curriculum. Decisions around specialist interventions and strategies should be informed by a range of professionals including the SENCo, class teacher, senior leader, parents, carer and child or young person.

Scaffolding

'Scaffolding' is a form of temporary support that enables pupils to complete tasks independently. The level of 'scaffolding' is reduced and finally removed when it is no longer required. Initially, a teacher would provide enough support so that pupils

can successfully complete tasks that they could not do independently. Support can be written, visual or verbal. Effective assessment of the pupils' current ability is needed to ensure the scaffold will enable the outcome to be met successfully.

'Scaffolding' is an effective whole class teaching strategy for all learners. It ensures pupils gain independence and understanding of the form and process of the task they are completing. For example a teacher might provide a writing frame for all pupils to work from when writing an article. Over time, the writing frame will be reduced to frame headings on the board, with pupils having the option to consider their own structure. It may be that pupils with SEND will require a scaffold to be in place for longer than other children. However, the expectation should always be around reducing the scaffold. Eventually, a teacher would use their questioning to ensure that pupils with SEND are structuring their work appropriately, perhaps formulating a structure together based on the pupil's spoken ideas.

Figure 5: Task checklists—a visual scaffold

The image shows a 'Task Plan' form with a blue border. It is divided into several sections:

- What do I need?**: A section with six numbered lines (1-6) for listing materials or resources.
- What do I need to do?**: A section with three numbered lines (1-3) for listing steps, each with a checkbox to the right.
- Anything else?**: A section with two lines for additional notes, each with a checkbox to the right.
- Reward**: A box for writing a reward.
- How long?**: A box for writing a duration next to a clock face.

This example of a 'Task Plan' is a useful resource for providing specific instruction on the small steps needed in order to successfully complete a task.

Checklists like this can support with transitions like entering the classroom or moving to focused independent work.

Flexible grouping

'Recent research on the experience of pupils with an EHC plan found that they are often grouped together in classes with other pupils identified with SEND or considered as low-attaining and are segregated from the rest of their peers. This situation equates to a form of streaming where pupils are grouped together based on an understanding of their overall attainment regardless of their individual strengths and weaknesses. Research has suggested that streaming can be detrimental to some pupils' learning and may have longer term negative effects on attitudes and engagement with education.' - EEF

An example of flexible grouping

'An alternative approach might be to allocate pupils to groups flexibly based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept. Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning; research has indicated, for example, that collaborative learning can be effective in helping pupils to read history texts. Teachers may also set up groups for pupils to work collaboratively on tasks such as reviewing background information, reading and analysing source documents, and completing graphic organisers.' EEF

Cognitive and metacognitive strategies

Cognition is the mental process involved in knowing, understanding and learning. Cognitive strategies are techniques or methods used to facilitate learning. They include memorisation techniques and graphic organisers. These are tools fundamental to effective teaching.

Metacognition is the way in which pupils purposefully direct or monitor their thinking or learning. Metacognitive strategies include things like checking to see if the method used to solve a maths problem worked or deciding which is the best way to plan a piece of instructional writing. The EEF guidance report, Metacognition and Self-Regulated Learning, has the following seven recommendations:

- Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.
- Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning.
- Model your own thinking to help pupils develop their metacognitive and cognitive skills.

- Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
- Promote and develop metacognitive talk in the classroom.
- Explicitly teach pupils how to organise and effectively manage their learning independently.
- Schools should support teachers to develop knowledge of those approaches and expect them to be applied appropriately.

Explicit instruction

Explicit instruction is a teacher-led approach that is based around the principles of demonstration, supported practice and then independent task completion. Rosenshine's 'Principles of Instruction' is an example of a popular approach.

THE PRINCIPLES OF INSTRUCTION
TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

01 DAILY REVIEW
Daily review is an important component of instruction. It helps strengthen the connective tissue of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS
Students need cognitive support to help them learn how to solve problems. Modeling worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE
Students need additional time to rephrase, elaborate and summarize new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING
Less successful teachers merely ask "Are there any questions?" No questions are asked to make no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE
A success rate of around 85% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS
Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE
Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to each prior knowledge.

As the poster demonstrates, key aspects of explicit instruction include:

- teaching skills and concepts in small steps
- using examples and non-examples
- using clear and unambiguous language
- anticipating and planning for common misconceptions
- highlighting essential content and removing distracting information to avoid cognitive overload

Ensure all teachers can use these strategies confidently and flexibly in response to the needs of the pupils

Newly qualified teachers often only receive limited information about supporting pupils with SEND as part of the initial teacher training programme. Some more experienced teachers may not have taught many pupils with SEND or have experience with some specific types of needs and little experience of others. It can be quite challenging for any teacher to take on a new class with a range of sometimes quite diverse need and be confident they are delivering quality first teaching throughout the day. Teachers are often conscious they need to learn or know more and often focus on what the need is rather than the strategies they can use to ensure learning for all.

The 5 pedagogical strategies in this standard provided the tools and foundations for planning and meeting the needs of all learners in the classroom. Leaders have a responsibility to ensure all teachers can use these strategies confidently and flexibly. In order to do this, leaders will need to provide a range of opportunities including:

- CPD or training sessions
- Opportunities to observe staff who are experts in certain strategies
- Monitoring consistency in planning documents across the curriculum
- Opportunities to learn from other schools
- External professional advice and guidance

Ensure support staff do not replace the teaching from the classroom teacher

*'Teaching assistants comprise over a quarter of the workforce in mainstream schools in England: 35% of the primary workforce, and 14% of the secondary school workforce. The number of full-time equivalent TAs has more than trebled since 2000: from 79,000 to 262,800. On the basis of headcount data, there are currently more TAs in English nursery and primary schools than teachers: 273,200 vs. 248,900.** About 7% of TAs in state-funded schools have higher-level teaching assistant (HLTA) status.'*

From 'Making Best Use of Teaching Assistants' Guidance Report EFF

There is currently mixed evidence to support the views that TA support has a positive effect on outcomes. Some evidence suggests increased dependency and a separation from peers. Benefits of TA support are usually 'soft' outcomes and can include developing confidence, self-esteem, improved working habits and task completion. However, there is little evidence suggesting TS support increases pupil progress.

In order to maximise the impact of support staff it is important to follow the 7 recommendations in the EFF Guidance Report. School leaders and SENCos should rigorously define the role of support staff and their contribution to whole-school improvement and outcomes. Deployment should be based on the principle that low attaining pupils and those with SEND receive high quality teaching. Support staff should never be a substitute for this.

If support staff are to be used in an instructional teaching role, they must be supported and trained so their intervention has impact.



Standard 3

Building an ongoing and holistic understanding of need

Use the graduated approach of ‘assess, plan, do, review’ to understand pupil’s learning needs

The definition of SEN and disability in the Code of Practice, are based upon notions of progress and intervention, recognising 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.

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.

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.

This graduated approach empowers teachers to be 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

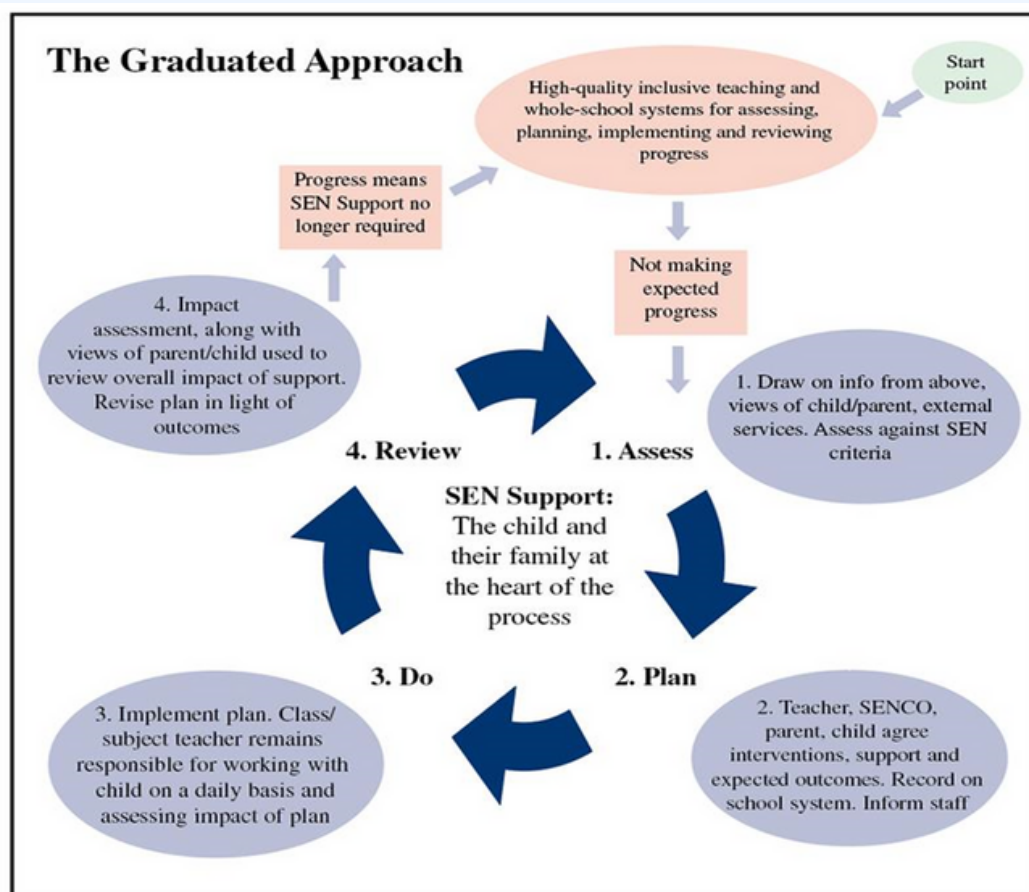
- Remediation

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.



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.

Provision mapping

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.

Examples of provision maps and ready reckoners can be found on The Local Offer and The Key, if you have a subscription.

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

Assess regularly and purposefully, involving parents/carers, pupils and other professionals



Schools and settings utilise multi-agency and collaborative approaches, but the Southwark SEND Standards have 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. Information and contact details for SIAS are below. Contact SIAS to get fliers and business cards to have at school.

southwark.gov.uk/schools-and-education/information-for-parents/southwark-information-advice-and-support-team-sias

The SEND Consultants and 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.

External professional involvement

Schools and settings may use other professionals as part of their purposeful assessment to build an ongoing and holistic understanding of need. This could include: the Educational Psychology Service, ASD Team, CAHMS, Cherry Garden Outreach, SALT, and Occupational Health. Such services offer invaluable support and guidance, often providing schools with recommendations and strategies to ensure needs can be met in the classroom. External professional involvement should always be part of the Assess, Plan, Do, Review process. Schools are expected to follow any recommendations from external professionals. These should be clearly documented in individual education plans and reviewed regularly for impact.

Empower and trust teachers to make decisions on next steps for teaching a child

There is so much to know about SEND that it would be unreasonable to expect class teachers to become experts in every possible field. A class teacher may have a range of needs to plan for, including pupils with a diagnosis like ASD or ADHD, speech and language difficulties or a moderate learning need. A teacher may find it difficult to interpret the general information about each child into strategies and planning tools that effectively meet need.



Diagnostic labels can sometimes be unhelpful when planning for needs in the classroom on a day-to-day basis. A diagnosis can provide general indications of what a child's educational needs might be but it does not provide the whole picture. Two children with the same diagnosis can have very different educational needs.

Teachers should follow the graduated approach to ensure they understand and respond to a pupils' need. SENCOs and leaders of inclusion should work with teachers to empower them to make the decisions on next step teaching for SEND pupils in their classrooms. They should be made to feel confident in trying out different strategies to find the ones that maximise progress. There should be regular opportunities for built in dialogue and discussion for leaders and class teachers to jointly assess the impact of planned teaching strategies.

Empowering and trusting teachers' means:

- Teachers are responsible for planning for all children/YP in their classroom, including those with SEND
- Teachers receive regular training in key strategies that support children/YP with SEND
- Teachers have opportunities to meet regularly with any support staff delivery interventions to discuss impact
- Teachers meet with other key professionals involved with the child/YP to discuss progress
- Teachers fully involve parents/carers and the pupil/YP in decisions around support and meeting outcomes
- Teachers are solution focused and use the graduated approach to respond to a pupils' need

Understand the majority of children and young people with SEND will have their needs met in local mainstream schools

All children and young people, if appropriate should have the opportunity to reach their full potential in local mainstream schools. Southwark Council's ambition for children and young people is that they are safe, have access to a local education setting, feel connected and heard in their community. The term 'ordinarily available provision' comes from the SEND Code of Practice and refers to the support that mainstream schools or settings are expected to provide for a child or young person through their agreed funding and resource arrangements.

Ordinarily available provision is guided by the following principles:

- The child or young person's views and aspirations should be central to all planning with and for them.

- Parents should be equal partners in all discussions and decisions about how best to support their child.
- All pupils should have access to a broad and balanced curriculum.
- Teachers should set high expectations for every pupil, whatever their prior attainment.
- Teachers should use appropriate assessment to set targets 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.
- Assessment and intervention should be proportionate to identified need and not be reliant on a diagnosis. This is often known as a Needs Led Approach.

This section contains a range of additional strategies and interventions that should be considered for children and young people in line with their assessed additional needs. It is of relevance to teachers, SENCOs and school leaders when determining the school's SEND offer in relation to their learners' additional needs. It will also support conversations between schools and parents so the right support can be prioritised at the right time.

There are a range of strategies suggested but it is important to note that all learners are different (each child has strengths and needs that are unique to them) and so not all strategies or interventions will be effective for all learners, and not all support can and should be provided at the same time. It is important that this resource is used by settings and family carers to plan the support that is needed and effective.

For ease of use, this section has been arranged by the four areas of need as set out in the SEND Code of Practice.

Communication and interaction

This provision should be in addition to the expectations in other SEND Standards.

Whole school provision

- Whole school awareness and understanding of communication and interaction needs.
- Whole school audit of skills and training needs in relation to communication and interaction.
- Whole school CPD plan around communication and interaction.
- Communication friendly classrooms.

Communication and interaction identified barrier and /or need	Strategies and/or provision
<p>Child/ YP has difficulties understanding what is being said to them</p>	<ul style="list-style-type: none"> • Check that hearing has been tested. • Engage the child's attention before talking to them, use their name. • Provide visual prompts to support language including key vocabulary, now and next, visual timetables, gesture, signing. • Allow extra time to process what has been said (10 seconds). • Repeat your instruction or request if not understood and simplify the language and use additional visuals to support. • Check understanding by getting child or young person to • feedback or by asking questions. • Provide an environment that limits distractions. • Pre-teach topic vocabulary. • Consider how many information carrying words (identify this through screening) a child can manage and adjust language level accordingly when giving instructions. • Avoid use of sarcasm (make sure your words and body language match) and idioms ("it's raining a lot" rather than "it is raining cats and dogs" in general instructions as these can be misunderstood and lead to negative behaviours but explicitly teach where these occur in curriculum or are featured in a book/ text
<p>Child/ YP has difficulties being understood or saying what they want to say</p>	<ul style="list-style-type: none"> • Build in time for child/ YP to try and find the words they want to say. • Provide opportunities for practising predictable language like at circle time or registration. • Encourage talking by commenting and giving choices • Repeat back what has been said • Model the correct grammar • Repeat back and then expand or lengthen the sentence • Use alternative methods of communication like signing or pictures • Use games that develop grammar, vocabulary and sentence structures • Don't pretend to understand if you don't. Give reassurance that you want to understand and will try later or in another way.
<p>Child/ YP has difficulties with interactions and does not understand or use social rules of communication ie: sharing, turn taking,</p>	<ul style="list-style-type: none"> • Ensure you are following all the advice for difficulties with understanding. • Once you have identified the rule that is not understood through screening you will need

maintaining friendships, empathy, active listening

to explicitly teach, use visuals, modelling, role play, use Comic Strip conversations to support.

- Use lots of different scenarios of where or when the rule applies to support generalisation.
- Opportunities to practice throughout the school day and week.
- Opportunities for learning from role models.
- Praise all communication attempts.
- Be clear with expectations and use consistent language to talk about the expectations.
- Use the Audit Tool from The Speech, Language and Communication Framework (SLCF). It is a free online professional development tool, accessible to all, which sets out the skills and knowledge that everyone working with children and young people should have in order to support children and young people's speech, language, and communication (SLC)

https://www.slcframework.org.uk/app/uploads/2017/01/SLCF_Handbook_FINAL.pdf

- Access the Speech and Language UK Educator Hub
<https://speechandlanguage.org.uk/educator-hub/>

Cognition and learning

This provision should be in addition to the expectations in other SEND Standards.

Whole school provision

- Whole school staff awareness of the principles of assessment through teaching and evidence-based approaches to intervention.

Cognition and learning identified barrier and/or need

Attention and listening difficulties

Strategies, approaches, adjustments and specific interventions expected to be made by settings at SEND Support

- Reducing background noise
- An awareness that certain times of the day may be more difficult and are planned for
- Regular short breaks
- Visual timetables
- Curriculum adaptations/chunking of tasks and information
- Provide a reason for listening/praise good listening/provide a listening partner
- Use visual clues to indicate when it is really important to listen
- Vary intonation, volume and use body language when speaking
- Focus attention by using the child/ YP's name

	<ul style="list-style-type: none"> • The use of timers • Individualised timetables • Access to sensory equipment
<p>Difficulties with learning – working below age-related, with inadequate progress over time despite some differentiation</p>	<ul style="list-style-type: none"> • Areas of need identified through teacher assessment and in consultation with the learner • Pre-teaching activities • Shared next steps • Social stories • Visual clues/prompts/timetable • Teaching cognitive and meta-cognitive skills to build effective strategies (See SEND Standard 3) • Adapting resources appropriate to the child and not their age • Recognising and celebrating success in other areas of the child's/YP's life • Adopting a neuro-diverse approach and celebrating the strengths of the individual
<p>Low to Moderate learning difficulties</p>	<p>In addition to the strategies for difficulties with learning:</p> <ul style="list-style-type: none"> • Adjustment, modification, and differentiation of the curriculum, right across the board, to enable the learner to fully access the curriculum. • Active learning, concrete, pictorial, and pragmatic approach to learning. • Emphasis on self-actualisation, activities designed to develop skills which will support them to become independent learners. • Support to manage self-esteem, celebrations of strengths, reinforcement of success.
<p>Specific learning difficulty</p>	<ul style="list-style-type: none"> • Focus on high quality, explicit and systematic instruction (see SEND Standard 3) • Interleaving – mixing old and new learning to aid the long term memory • Ensuring sufficient time is given to practice the skills learnt • Short targeted interventions delivered by an adult who is suitably trained and experienced (see SEND Standard 5) • Providing opportunities for children to make connections between interventions and classroom teaching • Peer- assisted learning

Social, emotional, and mental health difficulties

This provision should be in addition to the expectations in other SEND Standards.

Whole school provision

- A well-being policy underpinned by an inclusive ethos and values with clearly communicated expectations around behaviour and engagement.
- A behaviour policy for all that supports trauma informed practice
- Use of whole school approaches to promote wellbeing and resilience.
- Training on building and maintaining relational approaches in schools.
- Use of restorative approaches to build, maintain and repair relationships.
- Early identification of need, timely interventions and clearly identified pathways to support.
- Anti-bullying work.
- Regular opportunities for staff to reflect on a child's wellbeing and behaviour and plan together in partnership with the child and family.
- Use of PSHE, Circle time and curriculum approaches to explicitly teach rules and routines, build self-esteem, and develop social and emotional skills to all learners.
- Use of nurturing approaches and nurture groups.
- Developing attachment aware and trauma informed strategies
- Small team of key adults identified for more vulnerable children with whom the child can build trusting relationships.
- Reasonable adjustments are made that differentiate for social, emotional and mental health (SEMH) in the same way as differentiation for learning.

Resources, advice and consultation available:

- Summerhouse Behaviour Support Service
- Southwark's Healthy School Programme
- IMHARS
- Supervision, support and coaching for school staff
- ELSA training and The Educational Psychology Service

Social, emotional and mental health difficulties identified barrier and/or need	Strategies, approaches, adjustments and specific interventions expected to be made by settings including at SEND Support
<p>Difficulties participating and presenting as withdrawn or isolated.</p>	<ul style="list-style-type: none"> • Teacher assessment – are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence. • Small group work e.g., friendship or social skills, nurture groups. • Backward chaining. Bringing learner in at the end of assembly or school day.

	<ul style="list-style-type: none"> • Play based activities. • Establish interests. • Buddying and peer mentoring. • Giving responsibility for looking after someone else.
<p>Behaviour that concerns</p>	<ul style="list-style-type: none"> • Consistent messaging is always 'I want you to be in the class learning.' The approach to this will be flexible and vary with need • Regular communication with home • Professionals meeting to understand behaviour • Multi-agency joined up working • A consideration of timetables and transitions • Use of choice with pupil – do you want to talk to me now or in 2 minutes? • Social skills programme • Strategies to manage anger • Risk assessment • Use of distraction techniques • Giving responsibility • Access to a quiet space to support with emotional regulation • Staff are trained and confident in de-escalation, preventative and self-management strategies and these are in place • Re-integration plans • Clear plan of action for any physical intervention which is shared with the family.
<p>Behaviours that may reflect mental health concerns:</p> <ul style="list-style-type: none"> • Anxiety/ depression • Self-harming • Substance misuse • Eating disorders 	<ul style="list-style-type: none"> • Safeguarding/ risk assessment. • Unpicking the behaviours (negative and positive behaviours) what lies behind them? • Multi-professional approach. • Identifying what is not right through engagement with the learner. • Looking at the history, when did the behaviour start to change? • Liaison and collaboration with home is essential to understand the wider picture. • Substitutes for self-harming behaviours e.g., elastic bands, marbles. • A relational key adult approach.
<p>Physical symptoms that are unexplained medically:</p> <ul style="list-style-type: none"> • Stomach pains • Aches and pains • Soiling • Wetting • Tiredness • Headaches 	<ul style="list-style-type: none"> • Keep a log to analyse patterns or trends or to identify triggers • Liaise with school nurse • Offer stress reducing activities (gardening, colouring, music)

<p>Attachment difficulties (Including Attachment Disorder) N.B. any provision or support should be provided in line with the needs of the child or young person and is not dependant on any formal diagnosis</p>	<ul style="list-style-type: none"> • Nurturing approaches and ethos/ nurture groups. • Liaise with parents and carers for shared understanding. • A good transition when the child starts school, including checking the history. • Supportive, structured school curriculum. • Staff to all be trained and aware of any child with attachment difficulties and how to respond to them. • Consideration of discipline procedures/ behaviour policies. • Consideration of family context and the range of children that may have attachment difficulties e.g., adopted, forces children, previously CIN, CLA. • Liaison with Summerhouse Behaviour Support Service • Contact the Soutwark Behaviour Task Force for training or further guidance
<p>Attention seeking behaviours and low level disruption</p>	<ul style="list-style-type: none"> • Adult awareness of the impact voice, tone, body language and gesture can have on de-escalating behaviour • Focus on reducing anxiety and therefore behaviours • Flexible use of rewards and consequences. Catch them being good. • Scripts and visual prompts to support with positive reinforcement of expectations • Time out / quiet area available
<p>Difficulty in accepting and following adult direction</p>	<ul style="list-style-type: none"> • Look for patterns and triggers of stress and anxiety (ABC charts) • Flexible use of rewards and consequences. Catch them being good. • Scripts and visual prompts to support with positive reinforcement of expectations • Training adults in de-escalation strategies
<p>Difficulty in making and maintaining healthy relationships</p>	<ul style="list-style-type: none"> • Small group activities to support with personal, social, and emotional development • Providing a range of opportunities for social and emotional development e.g., buddy systems, friendship circles, restorative justice, visits, extra- curricular activities
<p>Presenting as significantly unhappy or stressed</p>	<ul style="list-style-type: none"> • Identify and build on preferred learning styles. • Safe place/ quiet area in the setting. • Feedback is used to collaborate and plan with parent or carer, to ensure consistency between the home and setting.

Patterns of non-attendance and emotionally based school non-attendance (EBSNA)

- Use of social stories to identify triggers and means of overcoming them.

- Home- school meeting to establish a shared understanding of the factors contributing to non-attendance
- An understanding of best practice guidance by settings
- Using EBSNA resources
<https://padlet.com/SEPSpadlet/EBSNA>
- Pupils views around non-attendance are recorded and reviewed
- Named key adult to maintain daily communication including a well-being check and provision of appropriate work if not in class
- Support Plan, co-written by pupil, school and home in place and reviewed regularly
- Reasonable adjustments in place based on the needs of the pupil and the factors contributing to their non-attendance

Sensory and/or physical needs

This provision should be in addition to the expectations in other SEND Standards.

Whole school provision

- All staff are aware of individual students' sensory/ physical disability and implications in all teaching and learning environments.
- The environment needs to be managed so that they can access communication, learning in all activities e.g., delivery of information, seating, distractions.
- Staff are aware that for some learners, a sensory or physical disability could impact on their language and social interaction.
- Staff should encourage students to wear appropriate sensory equipment and use physical aids and ensure that all equipment is working.
- Staff should ensure that all students have understood all instructions.

Resources, advice, and consultation available:

- Autism Support Team
- Education Psychology Team
- Cherry Garden Outreach Service
- Speech and Language Team
- Sensory Support Service (Visual impairment and Hearing Support Teams)
- Early Years Team

- Occupational Therapy Service
- All Age Disabilities Team
- Physiotherapy Service

Sensory and/or physical needs identified barrier and/or need

- Hearing impairment
- Temporary loss
- Unilateral loss
- Mild or moderate loss
- Severe to profound loss

Strategies, approaches, adjustments and specific interventions expected to be made by settings including at SEND Support

- Deaf Awareness Training.
- Ensure appropriate and consistent use of hearing aids and assistive technology.
- Check that hearing aids are working.
- Seat in class with clear view of teacher's or communicator's face and any visual material used (this may not be the same fixed place for all activities).
- Ensure that the child or young person is face on when you are giving instructions. Try not to move around the room whilst talking as they may use lip-reading and visual clues to support their hearing.
- Instructions delivered clearly and at an appropriate volume.
- Check the lesson content has been heard and understood, particularly when delivering new information, instructions, or homework; and, or using unfamiliar vocabulary.
- During class discussions allow only one student to speak at a time and indicate where the speaker is. E.g., you could pass around a classroom microphone to make class discussions more accessible for a deaf/ hard of hearing child.
- If students are to be asked to work together, arrange the seating so that the students can see everyone by putting chairs in a circle or horseshoe shape.
- Repeating or rephrasing pertinent comments made by other learners ensuring the student accesses those comments.
- Visual reinforcement (pictures and handouts), to support learning.
- Be aware that during P.E. or games lessons it will be more difficult to follow instructions.
- Words spoken on an audio/ visual recording may need a person to repeat what is being said, provide written copy and, or use subtitles.
- Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise.
- Seat away from any source of noise e.g., window, corridor, fan heater, projector, the centre of the classroom etc.
- Encourage good listening behaviour: sitting still, looking, and listening.
- Encouraged to ask when not sure what to do.

Visual impairment

These suggestions are for general use when working with a student with a vision impairment. All vision impairments are different, and more specific advice should be sought from your Qualified Teacher of the Visually Impaired (QTVI).

- A quiet working environment, particularly for specific listening work.
- All staff who work with a learner with HI should be made aware how best to support in school.
- Staff to work together with other professionals to share strategies and advice to support the child.
- <https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/communicating-with-a-deaf-child/>

- Encourage pupils to use any prescribed aids or resources like magnifiers or glasses
- Ensure suitable lighting – if possible lights should come from behind or to the side of the pupil
- Ask the student where they obtain the best view
- Seat pupil appropriately in the classroom as advised by the QTVI
- Ensure pupils have the appropriate communication medium for example, braille, dictation, touch typing or moon. as advised by the QTVI
- Ensure good visual contrast between foreground and background when presenting text on the board or for close work
- Minimise any risk of glare from the whiteboard, e.g by closing blinds or curtains
- Give clear verbal instructions without the use of gesture or pointing
- Use the pupil's name when needing their attention
- Use enlarged print if required (seek advice from your QTVI)
- Printed materials should be of good quality with a clear dark font
- Use lower case where possible and avoid italics or ornate script
- Keep copying from the board to a minimum
- Allow for rest breaks and additional time to complete tasks, especially during focused work
- Keep the classroom environment tidy and well organised, keep walkways and floors clear of obstacles
- Give the student their own copy of text books and worksheets
- Ensure pupils maintain a suitable distance from their work
- Increase oral activities and hands-on experience
- Keep expectations high
- Make use of buddies and peer-groups.

	<ul style="list-style-type: none"> • Where appropriate provide mobility and orientation training to support with independent movement around the provision and outside environment. Your QTVI can provide more information on this. • SEND Gateway have a very useful free video https://www.wholeschoosend.org.uk/resources/condition-specific-video-visual-impairment
<p>Physical disability</p>	<ul style="list-style-type: none"> • Encourage independence. • Remove obstacles so that the pupil can move freely from lesson to lesson. • Encourage support from peers. • Address physical access issues such as ramps, toilets, lifts, and classroom layout. • Incorporate advice from the occupational therapist in the student's programme. • Encourage use of any specialist equipment that the learner has. • Allow extra time to complete tasks. • If pupils use wheelchairs, where possible place yourself at their eye-level when talking to them.
<p>Sensory differences</p> <ul style="list-style-type: none"> • Sensory seeking • Sensory sensitive 	<ul style="list-style-type: none"> • Seat pupil facing away from seeing other enter and leave the classroom • Reduce exposure to bright colours, displays and lighting • Use fidget toys • Provide access to a sensory space for planned activities • Create specific movement breaks like sensory circuits or 10 star jumps to avoid over stimulation • Use Movin' Sit cushions • Promote the use of ear defenders • Create a calm corner in the classroom • Provide regular opportunities for movement like handing out books • Position pupil in the middle of groups or lines
<p>Severe and complex medical needs including a life-threatening diagnosis or condition</p>	<ul style="list-style-type: none"> • Reasonable adjustments in line with the Equality Act 2010. • Support equipment such as lockable medicine cabinets, first aid bags, fridges. • Rotated medication/ care training. • Liaising with specialist colleagues for up-to-date training. • Clear bereavement training and policies. • Regular home school contact when/ if learner is not in school to maintain a 'sense of belonging' with peers and school community.

Understand the purpose of an EHC Plan is to secure the best outcomes across education, health and social care in preparation for adulthood

The education, health and care (EHC) plan and review process support children and young people to prepare for growing independence and adulthood.

Focusing on preparing for adulthood from the earliest years means supporting to prepare for the following areas:

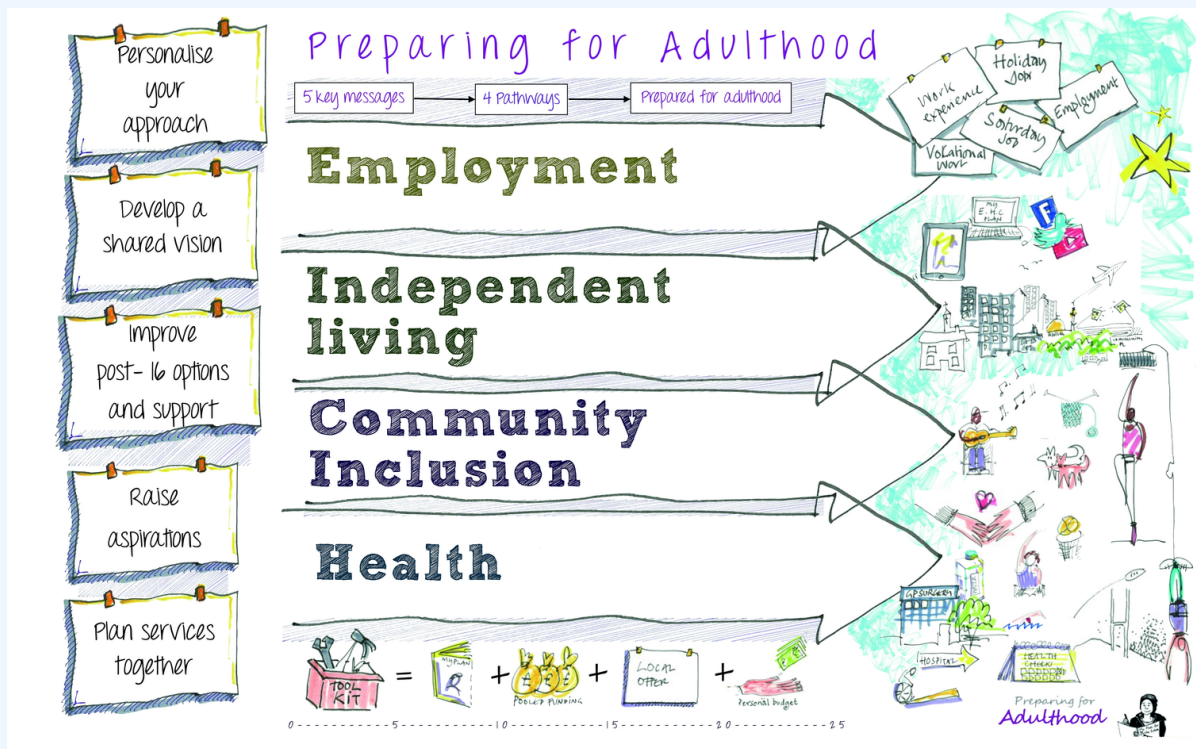
- education, training and employment
- independent living
- friends, relationships and community
- good health

The Preparing for Adulthood programme was designed and delivered by NDTi to bring together a wide range of expertise and experience of working with young people with special educational needs and disabilities and their families, at a local and national level and across government, to support young people into adulthood with paid employment, good health, independent living and friends, relationships and community inclusion.

Although the contact with the DfE came to a close in March 2022, the NDTi will continue to work with the DfE on targeted support to identified areas of considerable need.

During the course of the contract with the DfE, Preparing for Adulthood worked closely with regional SEND leads and the Department for Education and other partners. In this time the following key messages were identified to support the four pathways to ensure young people with special educational needs and disabilities have improved life chances.

- **Personalise your approach** - develop a personalised approach to all aspects of support using person centred practices, personal budgets and building communities.
- **Develop a shared vision** of improving life chances with young people, families and all key partners.
- **Improve post-16 options and support** - develop post-16 options and support that lead to employment, independent living, good health, friends, relationships and community inclusion.
- **Raise aspirations** - raise aspirations for a fulfilling adult life, by sharing clear information about what has already worked for others.



The links to some of the most popular tools and guides are still available on the NDTi's website and can be accessed on the following link:

ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources/pfa-person-centred-planning-tools

Preparing for adulthood – Year 9

Transition review

The review of an EHC plan in year 9 is called a transition review and should focus on:

- supporting you to become as independent as possible
- preparing you for life after school or college

The review should include a discussion about the young person's abilities and aspirations for the future and what support is needed. The family and wider professionals who support the young person will be involved in this process

New EHC plan outcomes

The discussions at the transition review will create new outcomes for the EHC plan. These outcomes and the support given will help to prepare for the next stage of education at the end of year 11.

Preparing for adulthood – Year 10

The review in year 10 is about checking progress towards meeting the outcomes in the EHC plan. The review is also a time to check if any changes need to be made to:

- the outcomes
- the support

The review also continues to focus on:

- aspirations for the future
- preparing for greater independence and adulthood

This should include a discussion around the different pathways available that provide education or training post 16 and what support is needed in preparation.

- further education colleges
- school sixth forms (special school or mainstream school)
- supported internships
- traineeships
- apprenticeships
- independent special schools or colleges
- 20 hours or more a week working or volunteering while you're in part-time education or training

Preparing for adulthood – Year 11

Transition review

The review process should support young people to become more involved in decisions about their future as they grow older. The end of compulsory school age is 16 and this is an important stage in transition to adulthood. Young people have increased rights to make requests and decisions about their life. However, it is recommended that parents or carers continue to be closely involved in future planning and discussions.

Review of your EHC plan

In year 11 the review of the EHC plan must take place in the autumn term. This is so that there's enough time to plan and prepare for the next stage in education and support after the age of 16. Local mainstream schools with a sixth form and further education colleges can usually meet the outcomes in your EHC plan.

The review meeting is also a chance to update the outcomes to make sure they support the next stage of development and transition to adulthood. It's also important to use this review meeting as a chance to keep talking about aspirations for the future and what support may be needed to achieve them, for example:

- Potential jobs of interest
- Options for education or training
- Future goals
- how living independently might be achieved
- links to the community, like hobbies or interests
- any future health needs

Preparing for adulthood – Year 12

After year 11 some placements are only agreed for one year, especially placements in specialist schools or colleges. The local authority have to agree with the school or college if it is right for placement to continue. Decisions depend on progress made towards the outcomes in the EHC plan.

The review in year 12 should focus on:

- progress towards the outcomes in the EHC plan
- if the outcomes, support and placement are still appropriate
- preparing for adulthood and planning for the future

Preparing for adulthood – Year 13

An EHC plan can remain in place until the young person reaches 25 years old. This would only be if the young person still needed to achieve training or educational outcomes.

As a young person moves into adulthood, learning can take place in different settings, not just in formal educational schools or colleges. It's important to provide information on all the available options and services that can support the young adult to achieve their outcomes and make an effective transition into adulthood.

The review in year 13 and at every review after that should focus on:

- progress towards the outcomes in your EHC plan
- if the outcomes, support and placement are still appropriate
- if it is appropriate to stop the EHC plan

Once the EHC plan ceases it is important the young person can still access the support they need. The reviews should therefore include planned steps leading to the end of the EHC plan.

This might include:

- ongoing health support
- ongoing care support

Standard 4

Use targeted support and interventions to supplement high quality teaching (HQT)

Understand HQT reduces the need for extra support

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.

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.

Southwark LA is able to offer all SENCOs working in the borough the opportunity to complete the National SENCO Award in 2023- 24 through the SEND Hub. The award will be delivered by Adam Bridle, Hub lead in partnership with the University of Roehampton, London. Any provision that is interested in registering for the 2023/24 cohort should contact Adam Bridle, Deputy Headteacher at Alfred Salter Primary School: thehub@alfredsalter.com

The Award should enable SENCOs to develop and demonstrate the personal and professional qualities and leadership they need to shape an ethos and culture based upon person-centred, inclusive, practice in which the interests and needs of children and young people, pupils with SEN and/or disabilities are at the heart of all that takes place.

Each participant on the programme will be allocated a tutor within the University of Roehampton, who will have experience in tutoring and supporting participants from a range of university programmes, including those who are studying whilst working full time. Additionally, the SENCO host school will provide a school-based mentor to oversee and support the school based element of the training, and to

mark the portfolio. The school-based mentor will also play a key role in supporting and advising the new to post SENCO.

The assessment comprises 3 elements, two of which are marked against the Level 7/Master's assessment criteria (element 1 and element 2) and which must both be passed (equivalent to 5000 words), and element 3 which is a professional training requirements.

Graduate Taught Programmes

The Institute of Education (IOE) is a world leading centre for research and teaching in education. In 2022 they were ranked first in the QS World University Rankings for the ninth year running. They offer a range of taught graduate programmes with a specific focus on SEND.

[Institute of Education courses for SENCOs](#)

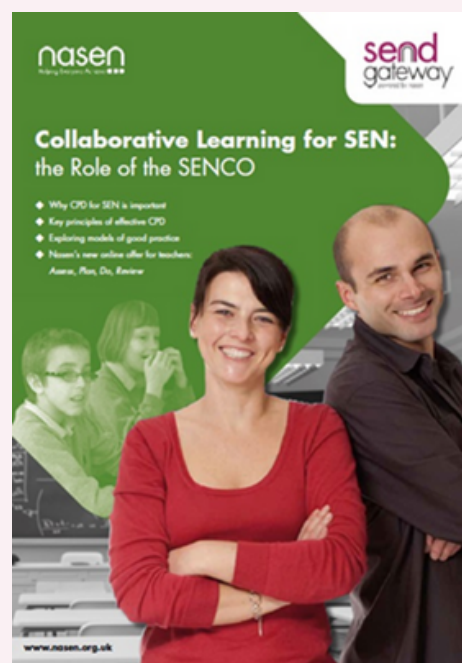
CPD for SEND

SENCOs have a key role in facilitating the effective professional development opportunities for colleagues so high quality teaching can be consistently delivered.

Nasen offer a wealth of resources, webinars and training events to support Senior Leaders, SENCOs, teachers and support staff.

Click on the link to read the NASEN guidance covering:

[Collaborative learning: the role of the SENCO](#)



Local training offer

The inclusion and monitoring team deliver a programme of training for SENCOs/ inclusion managers and other staff working directly with pupils with SEND.

To view the 2022-23 training programme and book a place please contact felicienne.mallia@southwark.gov.uk

Training will be delivered by members of the Inclusion & Monitoring Team and guest speakers.

Training support and guidance from special schools

Southwark has an excellent special school sector, providing high-quality education for young people with a wide range of complex learning needs. Special school staff are keen to collaborate with mainstream colleagues to develop teaching, learning and assessment strategies for learners with SEND in all settings.

Additionally, Cherry Gardens special primary school for children with severe learning difficulties/profound and multiple learning difficulties offers a bespoke range of training and support activities.

[Cherry Gardens Special school learning](#)

Educational Endowment Foundation (EEF)

The EEF is an independent charity that supports teachers and school leaders to use evidence of what works – and what doesn't – to improve educational outcomes, especially for the disadvantaged. [Click here](#) for the website.

The EEF have produced a range of guidance reports to support leaders in achieving the very best outcomes for SEND. Here are some of them:

Making Best Use of Teaching Assistants

educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants

Special Educational Needs in Mainstream Schools

educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send

Improving literacy in Key Stage 2

educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2

Improving social and emotional learning in primary schools

educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel

Improving behaviour in schools

educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour

Metacognition and self-regulated learning

educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition

[Teaching and Learning Toolkit](#) is an accessible summary of the international evidence on teaching 5 – 16 year olds and is designed to support teachers and school leaders in making decisions to improve learning outcomes.

Moving forwards, making a difference: A planning guide for schools 2022–23 is a new resource from the EEF to support school leaders in identifying areas for development, offering practical advice and signposting evidence-informed resources.

educationendowmentfoundation.org.uk/support-for-schools/school-planning-support

Teacher Handbook: SEND Embedding Inclusive Practice (Whole School SEND nasen)

wholeschoolsend.org.uk/resources/teacher-handbook-send

Published in December 2021 this is an essential companion for all teachers of SEND. It includes:

- Inclusive pedagogy and practical approaches
- Understanding and removing barriers to learning that relate to specific areas of need
- Support for transition between phases
- Intersectionality and the overlap of vulnerabilities

DfE Advanced training materials for teachers

All staff are entitled to high-quality initial training, induction, CPD and appraisal, so that they can effectively provide for all children and young people with SEN.

'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.'

Section 6.4

There are a wealth of training materials available online designed to support teachers in mainstream schools who want to gain specialist skills for teaching pupils with additional needs such as:

- autism spectrum disorders
- dyslexia or specific learning difficulties
- speech, language and communication needs
- behavioural, emotional and social difficulties
- moderate learning difficulties

Click on the following links for training and support. [Advanced training ASD Webinars nasen](#) [Beyond Autism Dyslexia Connect the Spots \(made by Dsylexia\)](#) [Mind Your Words \(SLCN & SEMH\)](#) [SEMh nasen](#)

Understand HQT reduces the need for extra support



High quality teaching should reduce the need for extra support for all pupils. Nevertheless, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress. It is advisable for schools to adopt a tiered approach to support and carefully consider when targeted interventions might be appropriate and when they may want to seek additional specialist support. It is important that schools focus on delivering high quality teaching in the classroom first for all learners using a well-planned and sequenced adapted/differentiated curriculum if needed **before** moving to tier 2 support for any learners.

Tier 2 support typically involves small group interventions. What are pupils missing by spending time away from the class? Pupils are often withdrawn from their usual classroom teaching for interventions, so it should be a prerequisite of any intervention programme that it at least compensates for time spent away from class. It is also important to consider whether the pupil might be missing subjects they enjoy and the social impact of not participating in the whole class.

How does a pupil's experience in an intervention relate to whole-class teaching?

It should not be left to the pupil to make links between the content of the intervention and the curriculum covered back in the classroom. Given that supported pupils are often those who find accessing learning difficult in the first place, this would present a huge additional challenge. The integration of the intervention with the mainstream curriculum is, therefore, vital. It can be difficult to find time in the busy school day to make this work. Schools have tried several approaches, such as:

- setting aside regular times for staff delivering interventions to meet and plan with main class teachers;
- using assembly time to meet and discuss intervention delivery; and
- the Senior Leadership Team being clear about how such liaison time is used.

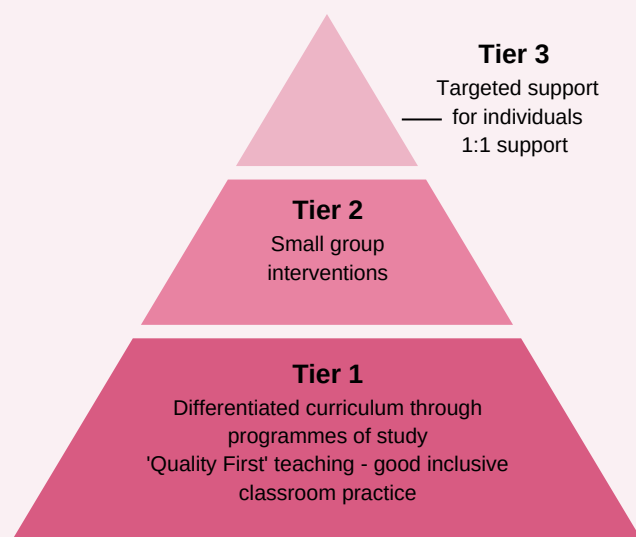


Figure 1: the 3-tier model of Inclusion provision and interventions

Interventions

Before adopting an intervention it is really important to consider:

- **Does the pupil really need this intervention?**

If the intervention is not right, then the targeted support could be detrimental. It may have little or no impact on progress and mean the pupil misses out on whole class teaching or activities.

- **Is there a really good understanding of the pupils' needs so the support is well targeted?**

Interventions are not likely to be effective unless they precisely address the barriers pupils are experiencing in their learning. Knowing that a pupil needs support in literacy would not be enough to run an effective intervention. Success

comes when the specific nature of the difficulty is known such as pronouncing individual words or with understanding the meaning of text. Are there particular letters and sounds that are causing difficulty. Base line assessments can be useful in pin pointing specific difficulties pupils are facing. The intervention should then address these and regularly assess the progress the pupil has made.

- **Is there sufficiently trained staff to deliver the intervention well?**

Interventions that are poorly planned and delivered by staff who have had very little training are likely to have very little impact. Leadership teams and SENCOs should ensure support and training for staff is available before running any intervention. Staff must have a good understanding of the teaching strategies required in the intervention to have impact. If additional training is required this must be organised before the teaching commences.

- **Effective implementation of the intervention**

If an intervention is to be successful then implementation is key. Knowing a pupils' needs well will identify the approach. This should be followed by training the relevant staff involved. The delivery of the approach should be regularly monitored with a consideration of how it can be sustained overtime.

- **Do pupils with the greatest needs have access to teaching from the most experienced staff?**

It is critical senior leaders and SENCOs in schools have oversight for the deployment of trained teaching assistants. This will ensure the effective education of pupils with SEND. Schools should be moving away from the 'velcro' model of support to ensure pupils receive high quality impactful interventions that build independence and reduce barriers to learning.

- **Does the intervention have sufficient impact?**

Monitoring the impact of the intervention on pupil progress at regular intervals is critical. Pupils with different needs will respond to interventions in different ways. Some will make accelerated progress quickly, while others will make progress over a longer period of time. However, Interventions should always be time specific. It is important to identify any pupils who are not making expected progress in an intervention. This may prompt the need for further assessment, personalised tier 3 support or referrals to other agencies.

Ensure support staff can regularly access high quality training appropriate to the pupil's needs

The growth in the numbers of support staff in schools has been driven to some extent by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools. Support staff and TAs often provide the key by which inclusion is facilitated. Recognising that schools are often operating in already tight budgets, support staff as an existing resource can present an excellent opportunity for improvements in practice and pupil outcomes without significant additional expenditure.

With increased numbers of SEND support pupils and those with an EHCP in mainstream schools, meeting all needs can be very challenging. That is why it is essential to ensure support staff in schools have regular access to high quality training, including that for complex needs.

A range of research exploring the impact of support staff in schools suggests that pupils make less progress than similar pupils who receive little or no additional support from an adult. Negative impact also tended to be the highest for pupils with the highest levels of SEN, who also typically received the most support.

So how can schools ensure support staff impact positively on pupil attainment?

There is growing evidence that suggests support staff working alongside classroom teachers in providing excellent supplementary learning support can improve pupil progress.

Teachers are largely positive about the contribution of support staff in classrooms, reporting that increased attention and support for learning for those pupils who struggle most has a direct impact on their learning, and an indirect effect on the learning of the rest of the class. Support staff also have a positive effect in terms of reducing disruption and allowing more time for teachers to teach. However they spend the majority of their time in informal, instructional work with small groups or one-to-one support, usually for pupils with the highest needs. This means those pupils have less teacher time and opportunities to interact with their peers. Often the support staff can become the 'primary educator' for pupils with the most need. If the quality of the instruction is lower, understanding can be limited and the capacity to develop independent learning skills reduced. It is therefore essential support staff can regular develop their expertise through high quality training.

If support staff are to have a direct instructional role it is important they add value to the work of the teacher and not replace them. The expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods will enable the pupils who struggle most to have as much time with the teacher as others. School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.

The DISS project evidenced that support staff were frequently unprepared in terms of both background training and day to day preparation. There are no specific entry qualifications for TAs and many do not receive any induction training. Support staff also have different levels of formal qualifications when compared with teachers. It is therefore important schools think strategically about support staff deployment to make the most of individuals' skills and qualifications.

Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.

During lesson preparation time ensure TAs have the essential 'need to knows':

- Concepts, facts, information being taught
- Skills to be learned, applied, practised or extended
- Intended learning outcomes
- Expected/required feedback

There is a range of online training for support staff. A good place to start is <https://www.nasen.org.uk/page/continuing-professional-development-and-learning-cpdl>

Nasen offers webinars as single session on demand. Support staff can select from a broad range of topics and access CPDL content that best addresses their area of interest. They also offer a modular training programme that provides access to a curated set of webinars from the knowledge hub as well as a live session focussed on contextualising the content to your setting. The CPDL modules are also linked to the nasen Recognised Teacher of SEND and Recognised Practitioner of SEND awards.

Southwark also work with LMP Education, who are able to deliver the Teaching Assistant Level 3 qualification. Schools can opt to fund this through the apprenticeship levy.

Modular CPD Programme nasen
Helping Everyone Achieve

Role	Module 1	Module 2	Module 3	Total Cost
Teacher	AN INTRODUCTION TO SEND IN PRACTICE - TEACHER (£200)	UNDERSTANDING AND SUPPORTING UNIVERSAL NEEDS (£200)	RECOGNISED TEACHER OF SEND IMPACT MODULE	£500 (includes all 3 modules)
	AN INTRODUCTION TO SEND IN PRACTICE - PRACTITIONER (£200)	UNDERSTANDING AND SUPPORTING UNIVERSAL NEEDS (£200)	RECOGNISED PRACTITIONER OF SEND IMPACT MODULE	£500 (includes all 3 modules)
	Teaching Assistant / Support Staff (Practitioner)			

Increase the intensity of the intervention with need (universal – targeted – specialist)

It is important that schools focus on delivering high quality teaching in the classroom first for all learners using a well-planned and sequenced adapted/differentiated curriculum if needed before moving to any type of intervention. Targeted interventions are typically within tier 2 support and usually delivered in small groups of pupils identified with similar barriers to learning. This could include a specific reading or phonics intervention or a catch up numeracy programme.

Targeted interventions

There is strong evidence that suggests support staff can have a positive impact on pupil progress when they deliver structured targeted interventions. On average 3 or 4 months' progress can be gained. Schools should therefore use a small number of carefully chosen and well-structured interventions for targeted pupils whose needs they know well, ensuring staff delivering the programmes have high quality support and training. The aim should be to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom. When considering the use of TAs to deliver structured targeted interventions it is important to think about which intervention is being used and how it is being delivered.

The Education Endowment Foundation recommend schools conduct an 'interventions health check'. The form is simple to use and provides a set of useful questions schools can use to ensure the intervention maximises progress.

Questions to consider include:

- Are interventions evidence based? If so, are they being used with fidelity, with the appropriate guidance and training so they can be delivered as planned to achieve the desired outcomes?
- Is timetabling carefully planned? Any sessions out of class should complement classroom teaching and not create any additional deficit in learning.
- What does the data show? Is the data for the intervention pupils in line with the expected progress from the programme provider?
- Does training for any staff need to be refreshed before the intervention commences?
- What system do you have in place for reviewing the delivery of the intervention and the work completed? What links are being made to the classroom work and learning? Opportunities for the support staff leading the intervention to meet with the class teacher are planned and timetabled.

Specialist interventions

Specialist interventions are usually delivered 1-to-1 or in very small groups of 2 or 3 pupils. They may be used when targeted interventions have not had the intended outcome and progress has not been made. A particular need may have been identified that requires a specialist intervention. The same broad principles, as with any intervention, should be applied when planning and delivering specialist interventions.

- Sessions are brief (between 15 and 45 minutes)
- Sessions occur regularly (3 to 5 times a week)
- Sessions are maintained over a sustained period of time (6 – 20 weeks)
- Timetabling is purposeful to enable consistency of delivery and minimal whole class input lost
- Experienced trainers are used and staff receive extensive training (5 – 30 hours per intervention)
- The intervention has lesson plans, clear objectives, supporting structured resources and a delivery script
- Maintain the fidelity of the programme and do not depart from the protocols. If it says deliver 4 times a week for 20 minutes to no more than 3 pupils, do this and stick to it!
- Monitor staff delivering to ensure they are following the plan, using the resources and script
- Appropriate pupils should be identified through formal assessments. These can be external.

- Regular assessment should be used to track pupil progress
- Connections are made between the classroom learning and the specialist intervention

Specialist interventions delivered by external practitioners or professionals should adhere to the principles above. In addition the following should be considered:

- The assessment that led up to the specialist intervention
- What information will be shared with whom
- Who will liaise with the external practitioners on a regular basis
- How will the pupil and its family be involved in the process
- How will progress and impact be recorded and regularly reviewed
- How will connections be made between the external practitioners' interventions and the classroom learning

Interventions and EHC needs assessments and EHC annual reviews

The monitoring and impact of structured interventions are an important part of the 'assess, plan, do, review' process. Evidence submitted for an EHC needs assessment application should include detailed information about any interventions the pupil has received. The evidence submitted should focus on the type of evidence- informed intervention that took place, the strategies used and the impact or progress made. Schools are expected to increase the intensity of the intervention to match the needs of the pupil and follow the broad principles outlined here in planning and delivering interventions. Insufficient evidence of the assess, plan, do, review process for interventions may result in applications being unsuccessful. Evidence of the impact of interventions should also play a key part in the annual review process and in determining the progress the pupil has made toward successfully meeting the outcomes in the EHCP.

Understand the effective deployment of support staff is critical to meeting needs and securing outcomes

If support staff are to be effectively deployed then the [EEF guidance](#) is clear 'Use TAs to supplement what teachers do, not replace them,' (**Recommendation 2**).

The effective deployment of support staff is not always as straightforward as it may at first appear. It can be a complex process that requires changes across the school and at different levels. It therefore shouldn't be the responsibility of one person to effect change. The SENCO may have a school responsibility for deploying support staff but for this to be wholly effective, school leaders should embrace this process as a model for school improvement. It is the investment

in time and the attention and effort put in to making improvements that will have the impact and not spending lots of money. In reviewing the deployment of support staff the following areas need to be considered:

- TA-led interventions
- The roles of the teacher and TA's and how they work together to meet needs
- Staff morale and well-being
- TA's and pupil outcomes
- TA's and school outcomes
- Addressing existing ways of working
- Training at all levels
- Identifying practical barriers to overcome
- Structural changes (timetabling and working arrangements)

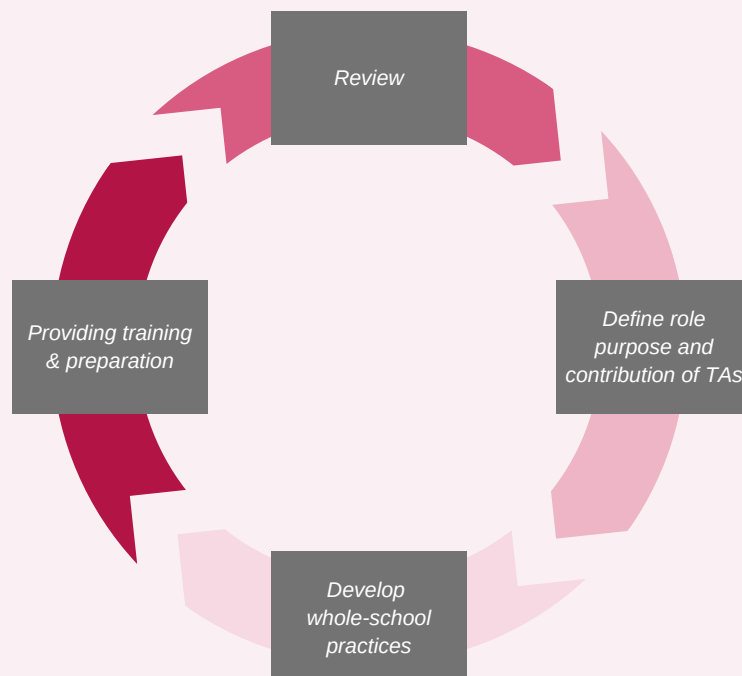
The EFF recommends the following model for school improvement in reviewing current use of TAs and guiding a process of change.

Making best use of teaching assistants

Acting on the evidence

Development work with schools has revealed several key principles to successfully taking action on the TA guidance report.

The model below shows a cycle for school improvement that Senior Leadership Teams have previously found useful in reviewing the current use of TA and guiding a process of change. Refer to this to help shape an action plan using the 'Action planning template'.



This model can be used to build an implementation or action plan for your school.

Below is a suggested structure or process to support you in reviewing your deployment of support staff and enabling change.

Reviewing the deployment of support staff

- A small team, led by the headteacher is appointed to manage the changes. Staffing and contractual decisions will be a part of this process so understanding and approval from the headteacher is essential
- Meeting times are scheduled for over 2 or 3 terms for discussion, planning, decision making, actions and reviews
- The Senior Leadership Team develop a clear vision of what it needs from the TA workforce. If deployment is to be improved what will staff and pupils do differently?
- Carry out an audit to review the current situation ensuring transparency with staff. This could include:
 - Self-assessment of current practices
 - Anonymous staff survey for views and experiences
 - Lesson/intervention observations
 - Discussions around decision-making for the deployment of TAs
 - Observing Ta interactions with pupils
 - A skills audit of all TAs: qualifications, training, experience, specialisms etc
 - Views of other stakeholders: parents, pupils, governors

Once the audit is complete change should be carefully planned and actioned with support from staff across the school.

It might be helpful to form a small sub team of enthusiastic teachers and TAs who are interested in testing out new strategies and feeding back on progress.

Ensure school leaders regularly monitor the impact of support staff on pupils with SEND

[The Deployment of Teaching Assistants in Schools Research Report](#) June 2019 (DfE) concluded:

'This research indicates that TAs are being deployed for a wide range of complex and interconnected functions to support teaching and learning in mainstream primary and secondary schools in England. Many schools reported having rationalised the number of TAs they employed and had taken steps to ensure the available TA resource was being used efficiently and effectively. However, a majority of schools reported that they need to make further changes to their TA deployment as a result of funding constraints, and expressed concerns about the impact of this. School respondents reported being aware and concerned that the responsibility for appropriately supporting and progressing their most vulnerable learners was often being given to the least educationally skilled and lowest paid members of staff.'

It is the responsibility of school leaders to ensure the impact of support staff on pupils with SEND is the very best it can be. Regular monitoring is essential to ensure leaders can respond to issues as they arise, make changes to increase impact and plan for additional training or implement new strategies or evidence based interventions.

School leaders with responsibility for inclusion and SENCOs should use a range of tools to support them in monitoring including:

- Whole school provision mapping of interventions and support
- Regular review of TAs timetables
- Observations of TA and pupil interactions
- Observations of TA led interventions
- Learning walks with a focus on SEND
- Half termly/termly tracking of impact of interventions
- Planned yearly/termly training offer for all TAs
- Regular monitoring of SEND data including: attendance, behaviour, attainment, progress
- Termly action plans to ensure strategic drive is precise, laser sharp, impactful and responsive

Support and challenge is available to all local authority schools in Southwark from the Senior Adviser for SEND and the team of SEND Consultants. Please contact Sarah Redman (Sarah.Redman@southwark.gov.uk)

Standard 5

Ensuring all schools know and follow the statutory requirements

Know and follow all relevant legislation

Key legislation

The statutory requirements are the things that all educational settings must do or must have in place in relation to children and young people with SEND who are currently attending the setting or who may attend the setting in the future.

The statutory guidance for SEND provision is set out in the following key documents:

- [The Special Educational Needs and Disability Code of Practice 0-25 years \(DfE Jan 2015\)](#)
- The statutory instruments of the Code of Practice offers more detail legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf
- [The Equality Act 2010 and Schools \(DfE May 2014\)](#)
- [Supporting pupils at school with medical conditions \(DfE Dec 2015\)](#)
- [Children and Families Act 2014 Part 3](#)

Review and update all statutory documentation

The 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
- To make provision more responsive to local needs and aspirations by directly involving disabled children and young people and those with SEN and their parents 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)

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

Schools 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!

[Home | Southwark Local Offer](#)

To give feedback: localoffer.southwark.gov.uk/have-your-say/

Governing body legal duties

All governing boards have legal duties under the Children and Families Act 2014 and must have regard to The Special Educational Needs and Disabilities (SEND) Code of Practice 2015 in relation to children and young people with SEND in an educational setting.

These are set out in The Governance Handbook as follows:

Governing boards must:

1. Co-operate with the local authority in reviewing the provision that is available locally and developing the local offer
2. Use their best endeavours to make sure that a child with SEND gets the support they need this
3. Ensure that children and young people with SEND engage in the activities of the educational setting alongside children and young people who do not have SEND
4. Inform parents when they are making special educational provision for a child
Ensure that arrangements are in place in educational settings to support children and young people at educational setting with medical conditions*

6. Provide access to a broad and balanced curriculum
7. Ensure that children and young people from Year 8 until Year 13 are provided with independent careers advice
8. Have a clear approach to identifying and responding to SEND
9. Provide an annual report for parents/carers on their child's progress
10. Record accurately and keep up to date the provision made for children and young people with SEND
11. Publish information on their websites about the implementation of the board's policy for children and young people with SEND (the SEN information report)
12. Publish information about the arrangements for the admission of children and young people with disabilities. The steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
13. Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENDCo) for the educational setting
14. Determine their approach to using their resources to support the progress of children and young people with SEND
15. Appoint a link governor for SEND

Statutory documentation for educational settings

There are 4 key documents that an educational setting must have in place and publish on their website in relation to its provision for children and young people with SEND. These should be regularly reviewed and updated annually by the educational setting. Any changes to the information occurring during the year should be updated as soon as is possible.

These are:

- The SEN information Report
- SEN policy
- Accessibility plan
- Policy on meeting the needs of children and young people with medical conditions in educational setting

SEN information reports

The information report is intended for parents/ carers or prospective parents/ carers. It should provide them with a summary of the settings provision for children and young people with SEND and explain how the setting implements its SEN policy. It should also tell parents /carers where they can find the settings accessibility plan and the LAs Local Offer. [Southwark's Local Offer](#) also links to each school website to ensure that every parent can access the reports from a central point.

All required information included in the report can be accessed here.

- For maintained schools: [gov.uk/guidance/what-maintained-schools-must-publish-online#special-educational-needs-sen-and-disability-information](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#special-educational-needs-sen-and-disability-information).
- For academies, free schools and colleges: [gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#special-educational-needs-and-disabilities-sen](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#special-educational-needs-and-disabilities-sen)

The Key also provide a very handy [SEN Information Report Checklist](#)

The following is worth noting:

- The report is clearly dated with the month and year and the date when it is next due to be updated is also clearly displayed
- It is evident that the report has been approved by the governing body i.e. the date it was approved is displayed
- The information report and SEN policy are clearly defined and are separate documents
- The report is easy to find on the website and is under a SEND tab
- The report is written in clear, jargon free language and uses visuals such as pictures and diagrams to help parent/carers to understand the information
- The language used is welcoming and positive and encourages parental involvement in the SEN process
- Ofsted scrutinise all schools SEND Information reports as part of their inspection protocols

SEN policy

The SEN policy provides detailed information about how the educational setting meets the needs of children and young people with SEND. It is intended for staff and other professionals and provides a clear description of the settings processes around children and young people with SEND and set out well defined expectations about the part they play in those processes.

The SEND policy should include the vision, values and broader aims of the setting's arrangements for children and young people with SEN and explain how the setting will achieve the best outcomes for children and young people with SEND and what this looks like in practice. This should include the settings arrangements for providing a graduated approach to how children and young people with SEND are identified along with how their needs are assessed and provided for. The policy should also include details about the training and information that is available to staff and describe how teaching staff will be supported to deliver high quality teaching for children and young people with SEND in their own classes. Although the policy does not have to be published on the educational settings website, it is good practice to do so.

- All required information included in the report can be accessed using the links above. The Key also provides a helpful checklist and model framework.

Accessibility plan

Under the Equality Act 2010 an educational setting must have a written accessibility plan on their website covering the 3 areas identified below. It must show how the setting will, over a prescribed period of time and within a reasonable time frame:

- increase the extent to which disabled children and young people can participate in the settings curriculum
- improve the physical environment of the setting for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and benefits, facilities or services provided or offered by the setting
- improve the delivery to disabled children and young people of information which is readily accessible to children and young people who are not disabled
-

The SEN Code of Practice 2015 clearly states that educational settings must improve accessibility over time. A plan cannot just describe what a setting is doing now but should include at least a 3 year plan for each of the identified areas above.

Information on requirements of the accessibility plan for schools can be accessed here.

- For maintained schools: [gov.uk/guidance/what-maintained-schools-must-publish-online#special-educational-needs-sen-and-disability-information](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#special-educational-needs-sen-and-disability-information).
- For academies, free schools and colleges: [gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#special-educational-needs-and-disabilities-sen](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#special-educational-needs-and-disabilities-sen)

The location of the accessibility plan must be included in the SEN Information Report. The plan itself does not have to be part of the report. Ideally it should be a stand-alone document as this makes it easy to find.

A policy for supporting children and young people with medical conditions

The Children and Families Act 2014 places a duty on educational settings to make arrangements to support children and young people with medical conditions. The guidance below is relevant to all educational settings who are supporting children and young people with medical conditions.

[Supporting pupils at school with medical conditions \(DfE 2015\)](#)

The guidance states that:

'educational settings develop a policy for supporting children and young people with medical conditions that is reviewed regularly and is readily accessible to parents and educational setting staff. In developing their policy, educational settings may wish to seek advice from any relevant healthcare professional.'

Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children and young people. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan.

The policy should include information about:

- who is responsible for ensuring that sufficient staff are suitably trained
- how training needs are assessed
- how and by whom training will be commissioned and provided
- how staff will be supported in carrying out their role to support children and young people with medical conditions, and how this will be reviewed.
- how the setting will liaise with health care professionals
- arrangements for children and young people who are competent to manage their own health needs and medicines
- cover arrangements in case of staff absence or staff turnover to ensure someone is always available
- briefing for supply teachers
- risk assessments for educational setting visits, holidays, and other educational setting activities outside the normal timetable
- monitoring of individual healthcare plans
- details about who is responsible for necessary equipment and space provision
- practice that is not acceptable (for example: preventing easy access to an inhaler, penalising children and young people for their attendance record, expecting parents to attend to toileting needs)
- insurance arrangements to cover staff providing medical support
- how complaints or concerns about the support for children or young people with medical needs can be made and how they will be handled

Full details on what the policy should include can be found in the statutory guidance (see link above).

Have up to date knowledge of all access arrangements



Children and young people with SEND should be included in all regular assessments and exams where possible. For some children and young people with SEND it may be necessary to make 'reasonable adjustments' as part of the assessment and examination series. All educational settings have a duty to make 'reasonable adjustments' for children and young people with SEND including access arrangements for SATS and other external exams. It is essential that educational settings view access arrangements for SATS and exams as the reasonable adjustments they need to make for children / young people with SEND who have the required knowledge and skills, but who cannot demonstrate this knowledge or skills as quickly or as easily as their peers due to their SEN or disability. It is usually the SENCo, working alongside teachers and other professionals who is involved in identifying children / young people who will benefit from such arrangements. Access arrangements must not affect the integrity of the test/ examination or give the learner an unfair advantage.

Key Stage 1

Access Arrangements for key stage 1 are published in the autumn term each year and provide all the relevant information about access arrangements. The latest guidance can be found [here](#).

Schools must consider whether any of their pupils will need access arrangements before they administer the tests. Access arrangements are applied at the discretion of the educational setting at KS1 but it is expected that all SENCOs have clear evidence to justify the type of support being given. It is good practice for schools to keep an up to date access arrangements folder. The folder should contain: the schools access arrangements policy, pupils eligible for access arrangements, scores of any screening tests or evidence of need or disability, the type of access arrangement awarded to each pupil, parental notification of access arrangement and consent.

Types of support include:

- additional time to complete the tests
- adaptations of test papers
- compensatory marks for spelling
- the use of scribes, word processors or other technical or electronic aids
- making a transcript
- written or oral translations
- readers
- the use of prompts and rest breaks
- accessibility objects in the mathematics test
- highlighter pens
- administering the tests at an alternative location

Key Stage 2

Access Arrangements for key stage 2 are published in the autumn term each year and provide all the relevant information about access arrangements. The latest guidance can be found [here](#).

KS2 SATS access arrangements fall into three categories:

- Additional time, early opening to adapt a test and compensatory marks for spelling require educational settings to make an application to the Standards and Testing Agency STA. Applications are made through the 'Primary Access Gateway' in March or April of the year of the test.
- The use of scribes, transcripts, word processors or other technical or electronic aids require educational settings to notify the STA prior to the SATS taking place.
- All other access arrangements for KS2 SATS are at the discretion of the educational setting.

Access arrangements for exams

The Joint Council for Qualifications (JCQ) sets out the access arrangements for the majority of exam boards. The guidance clearly states that the SENCO must lead on the access arrangements process within his/her educational setting.

The process for applying for each access arrangement varies. Details for each are set out in the [JCO guidance](#).

While it is recognised that some children /young people with SEND may not be able to access the tests/ exams despite the provision of access arrangements, they should be given the best possible opportunity to do so.

Follow statutory requirements in respect of admissions, toileting, medical needs and safeguarding

Admissions

Most children with special educational needs (SEN) do not have an Education, Health and Care Plan (EHCP) and will go to a mainstream school. They are supported from the resources already available in the school. This is called SEN Support. These children follow the usual admissions route into the school.

Equality Act: School admissions are covered by the Equality Act. A school cannot refuse to take a child because they have a disability or SEN, if the child would otherwise have been eligible for a place under the admission criteria. Equally a school cannot refuse to admit a child on the grounds that the child may need an EHCP but hasn't yet got one or on the grounds of the child's challenging behaviour (except in very limited circumstances).

Fair Access Protocol: Each Local Authority (LA) must have a Fair Access Protocol developed in partnership with all schools in their area. Its aim is to ensure that vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible. Children with SEN, disabilities or medical conditions without an EHCP, who are having difficulty obtaining a school place, should be included in a LA's Fair Access Protocol. Whilst this should lead to a child getting a school place, it does not guarantee it will be at the parents' preferred school.

The Admissions Process for an EHCP is coordinated by the Local Authority's (LA) SEN Team. When a child first receives an Education, Health and Care Plan (EHCP), part of the process involves getting a school 'named' under Section I of the EHCP. Parents can express a preference for the school they want their child to attend at the time when they first get the EHC plan or when the child moves to a different phase of education e.g. from nursery to Primary School or from Primary School to Secondary School. Parents can also ask for a change of schools at an annual review. Schools are formally consulted on whether they can offer a place before being named on the EHCP.

The local authority must name the parental preference so long as it is:

- Suitable for the child's age, ability, aptitude and special educational needs
- Not incompatible with:
 - The efficient education of other children
 - The efficient use of resources

If school or parent are unhappy with the school named under Section I of the EHCP, they can challenge the LA's decision and the school named in Section I, by [appealing to the First Tier Special Educational Needs and Disability \(SEND\) Tribunal](#) within 2 months of the date on the decision letter.

Moving to a new phase of education with an EHCP

Phase transfers happen when a child makes the following transitions in their educational journey. It may mean a new school or college is named on the EHCP:

- early years setting to school
- infant school to junior school
- primary to secondary school
- secondary school onto post-16 or 19 provision
-

The child's current setting must hold a phase transfer review (which is also the annual review) of a child's EHCP during the penultimate year of their current setting. The aim of this review is to discuss future placements, as well as to review the EHCP.

Phase transfer timeline

By 15th February, the LA must issue a final EHCP for every child going through a phase transfer. This is a legal deadline by when the local authority (LA) must have reviewed, amended and finalised the child's EHCP, naming the new educational placement the child will be moving to at the start of the next academic year in September.

The LA's decision and the school named in Section I can be challenged, by appealing to the First Tier Special Educational Needs and Disability (SEND) Tribunal. The 15th February statutory deadline exists to allow enough time to challenge the LA's decision, and for the appeal to be heard and a decision made before the start of the next academic year.

Right to mainstream

There is a general right in law to a mainstream school place if this is what a parent wants. The LA can only name a specialist school against a parents wishes if:

- Admitting the child to a mainstream school would be detrimental to the efficient education of other children, and

- There are no steps that the school or local authority can take to overcome that disadvantage

The LA cannot refuse mainstream outright on the grounds of that it is 'not suitable'.

Toileting

Issues around children and young people who are not yet fully continent are often raised by educational settings.

The statutory requirements around this are very clear: The Children and Families Act 2014 places a statutory duty on schools to support children and young people with medical conditions, including bladder and bowel problems. If a child or young person has an identified continence issue which won't be resolved before they start school (whether related to toilet training or not), the school cannot refuse entry. The Equality Act 2010 states that schools must not discriminate against or disadvantage disabled children or those with special educational needs. A delay in achieving continence - or not being toilet trained - is considered a disability. It is therefore not acceptable for a school to refuse or delay admission to children and young people who are not yet continent. Supporting pupils at school with medical conditions (DfE 2015) guidance states that it is unacceptable practice to: require parents, or otherwise make them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues.

Providing intimate care counts as a reasonable adjustment for pupils who are not toilet trained, not able to use a toilet independently, or need other help with intimate tasks. This is because failing to do so would infringe upon those pupils' rights to access education due to a disability, under the [Equality Act 2010](#).

The E.R.I.C website has lots of useful information and resources: eric.org.uk

All schools should have an intimate care policy. If you subscribe to The Key they provide a model intimate care policy that is a useful starting point.

Bowel and Bladder UK also publish [a model intimate care policy](#) on their website.

Safeguarding

[Keeping Children Safe in Education 2022](#) (KCSIE) makes specific reference to children/ young people with SEND.

'Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and

offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration*
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children*
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and*
- communication barriers and difficulties in managing or reporting these challenges.*
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.*

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO or the named person with oversight for SEND in a provision. Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.'

KCSIE also highlights that the Designated Safeguarding Lead (DSL) should have regular training so that they: can recognise the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online. In addition, the DSL is expected to: liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies are considered holistically. KCSIE also notes that staff should be aware of the additional vulnerability of children/ young people with SEND and the potential for this group to be more at risk, for example from sexual violence or sexual harassment from their peers, both online and offline.

The use of 'reasonable force'

KCSIE states 'When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93) in relation to

making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

Children requiring mental health support

KCSIE states 'Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.'

The DfE is providing funding to support the costs of a training program for senior mental health leads. Training for senior mental health leads will be available to all state-funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health.

The senior mental health lead role is not mandatory but KCSIE outlines the expectation that a senior mental health lead in a school/college will be a member of, or supported by the senior leadership team, and could be the pastoral lead, special educational needs co-ordinator (SENCO) or the named person with oversight for SEND in a college or designated safeguarding lead.

The Southwark Safeguarding website safeguarding.southwark.gov.uk has all the information you may need on policies, procedures and guidance for keeping children, young people and adults safe.

The Southwark thresholds guide 2019, published by Southwark Safeguarding Children Board has been produced to support and promote the effective and early identification of needs and to assist professionals in deciding how best to help protect children, young people and families.

safeguarding.southwark.gov.uk/policies-procedures-guidance/policies-children/. The four levels of need are as follows:

Tier 1: No additional needs

Tier 2: Early Help – to access these services complete a Family Early Help Referral Form and send to earlyhelp@southwark.gov.uk

Tier 3: Children with complex additional needs

This is the threshold for an assessment led by children's social care under Section 17, Children Act 1989. To access these services a MASH Interagency

Referral Form should be completed and sent to MASH@southwark.gov.uk

Tier 4: Children in acute need – this is the threshold for child protection

If you have concerns about a specific child, please contact the Multi-Agency Safeguarding Hub (MASH) on 020 7525 1921 (weekday 9-5) or 020 7525 5000 (out of hours). You can also email them on MASH@southwark.gov.uk.

Ensure settings enable the majority of needs to be met without an EHC Plan, including those with complex needs

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.

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 very 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.

Follow all processes, as set out by Southwark LA, in applying for an EHC needs assessment

The SEND Code of Practice states (chapter 6.63):

'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. 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 an 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.

Ensure effective EHCP provision

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

Follow all statutory requirements for reviewing an EHC plan

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.' (SEND Code of Practice Ch9. 166)

All EHC plans must be reviewed at least annually. (6 monthly for children under 5). 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.

More information on the Annual Review process can be found on [The Local Offer](#).

Transition and preparation for adulthood (PfA)

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 minimised
- necessary support is in place from the moment the pupil starts
- provision utilises 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

Preparation for adulthood (Transfers 14+)



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.

- 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

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 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 share this plan with SEN PFA Coordinator 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 can be found at:

- ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources
- [Youth Offer | Southwark Local Offer](#)
- wholeschoolsend.org.uk/resources/securing-good-transitions-resource-pack-support-next-steps-key-stage-4-pupils-send

Relevant legislation

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

SEND legislation and guidance

- [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](#)
- [Early Year Foundation Stage](#)
- [The Mental Capacity Act 2005](#)
- [School Admission Codes](#)
- [Supporting pupils at school with medical conditions \(2014, updated December 2017\)](#)
- [SEND Code of Practice \(January 2015\)](#)
- [Education Act 2011](#)
- [Equality Act 2010](#)
- [Keeping Children safe in Education September 2022](#)
- [DfE: Counselling in schools: a blueprint for the future: \(2016\)](#)

Social care legislation and guidance

- [Short Breaks for Carers of Disabled Children 2011](#)
- [Care Act 2014](#)
- [Care and Support for Deafblind Children and Adults Policy Guidance 2014](#)
- [Childrens Act 2004](#)
- [Chronically Sick and Disabled Persons Act 1970](#)

Health legislation and guidance

- [Health and Social Care Act](#)

SEND Ofsted inspection

- [Area SEND Framework and Handbook January 2023](#)
- [Local Area SEND Inspections information for Families \(2016, updated November 2022\)](#)