

SEN Support

Guidance for mainstream schools
Including: Academies, PRUs, Early Years, Post-16 Providers

The provision the Local Authority expects to be made available
at SEN Support (without an Education, Health and Care Plan)



1. Introduction

This guidance aims to make it clear what provision Stockton-on-Tees Borough Council expects to be made available to support children and young people who have Special Educational Needs and / or Disabilities (SEND) in all mainstream schools (including academies), Pupil Referral Units (PRU), early years settings and post-16 educational providers at SEN Support level.

Please note, when this document refers to mainstream schools or schools, this includes academies.

It sets out best practice for supporting children and young people with SEND at SEN Support and should be used to inform SEND Information Reports.

This guidance has been developed through collaboration with a group of representatives from the following groups:

- Stockton Parent Carer Forum
- Parent / Carer of children / young people registered at SEN Support
- Parent / Carer of children / young people with newly issued Education, Health and Care Plans (EHCPs)
- Headteachers and SENCOs
- Local Authority (LA) officers

This guidance will be reviewed every three years.



2. SEND Code of Practice and Expected Provision

Mainstream schools (including academies), PRUs, early years and post-16 providers must have due regard to:

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (SEND Code of Practice)

The above legislation and statutory guidance make it clear that children and young people with SEND have a right to expect their needs to be met and not to be disadvantaged.

Stockton-on-Tees Borough Council expects all mainstream schools (including academies), PRUs, early years and post-16 providers to:

- Comply with SEND legislation and statutory guidance
- Change policy and practice to reflect the SEND reforms
- Use their best endeavours to provide an inclusive education for all children and young people with SEND
- Make all anticipatory reasonable adjustments to enable children and young people with SEND access to an appropriate curriculum

Please note, best endeavours is a legal term defined as prudent, determined and reasonable.

Anticipatory reasonable adjustments is defined in the Equality Act as a requirement for service providers to think about and make reasonable adjustments in advance and not just for an individual.

In Stockton-on-Tees, the expectation is that communication with families is integral to all decision making.

| Universal | SEN Support | Complex |
|---|---|---|
| The majority of children and young people have no special educational needs or disabilities and can access learning alongside their peers in traditional mainstream settings. | The largest proportion of children and young people with SEND require special educational provision that can be met by the resources ordinarily available to mainstream settings which include health, education and social care professionals. | A small proportion of children and young people have needs so complex that they cannot be met from the resources ordinarily available to mainstream settings. |

Across Stockton-on-Tees, SEN Support refers to the special educational provision that is readily available to meet the needs of children and young people with SEND either as part of mainstream schools, early years or post-16 provider's core offer and accessible through the Local Offer.

Across schools, early years and post-16 providers the child or young person and their parent's / carer's voices need to be listened to and be instrumental in the development of SEN Support regarding their aspirations, desired outcomes and views.

In early years settings it is particularly important that there is no delay in making any necessary special educational provision. Settings must work in partnership with parents / carers to establish the support and early intervention that the child needs in order to access provision and make progress.

In schools, it is essential to take action to identify and remove barriers to learning and put effective special educational provision in place. Parent(s) / carer(s) must be formally informed by schools that special educational provision is being made.

In post-16 colleges it is important to involve the student and, particularly for those aged 16 to 18, their parent(s) / carer(s) closely at all stages of the SEN Support cycle and planning for the needs of the young person.

High quality teaching, differentiated for individual children and young people, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching (Quality First Teaching).

In deciding whether to make special educational provision, a teacher and SENCO should consider all of the information gathered from within the setting about the child or young person's progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. This could include:

- Views of the child or young person
- Views of the parent(s) / carer(s)
- End of Key Stage Attainments
- Cognitive Abilities Tests (CATS) Scores at Secondary Level
- Assessment for learning materials
- Standardised tests
- Teacher observations
- Advice, information and recommendations from other agencies

To support assessment, settings will have access to a range of:

- Diagnostic tests
- Observational checklists
- Dynamic forms of assessment which could involve:
 - Observing and recording responses in different environments
 - Identifying strengths and weaknesses
 - Identifying learning rates and learning styles



The above could be carried out by schools or other professionals.

The SEND Code of Practice suggests that there is a continuum of special educational needs and disabilities and that where necessary, a setting should have arrangements in place to draw on more specialist assessments from external agencies or professionals.

SENCOs should have a good knowledge of assessment (including standardised) and how to use this in baselines and progress reporting.

This will help determine the support that is needed and whether it can be provided by adapting the settings core offer or whether something different or additional is required. This is the start of a graduated approach to SEN Support and if a setting makes special educational provision for a child, they should inform and work with their parent(s) / carer(s) at every stage.

Settings should adopt a graduated approach with four stages of action: assess, plan, do and review.

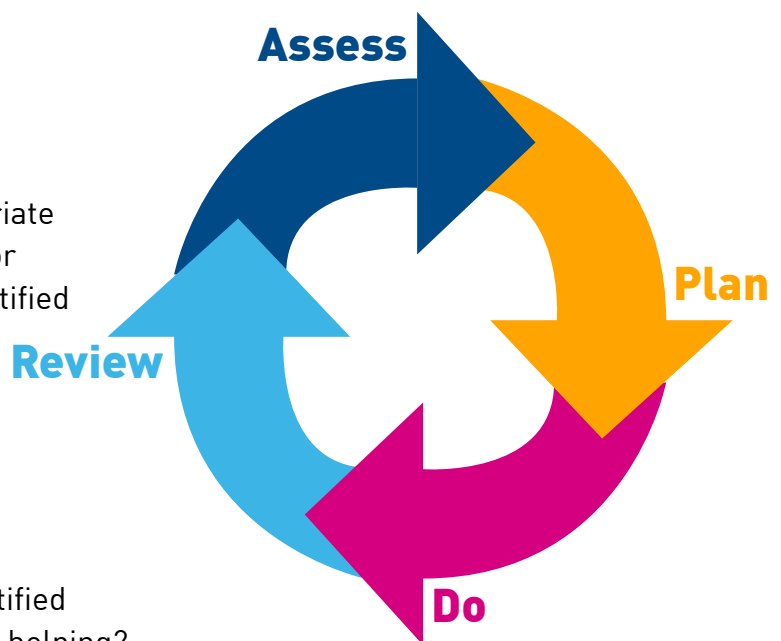
Assess, Plan, Do and Review

Assess – to ensure that a child or young person’s needs are fully understood.

Plan – discuss, agree and plan the appropriate support strategies that will help the child or young person to progress and achieve identified outcomes.

Do – put the strategies in place and allow them time to work.

Review – after an agreed period of time, assessment information about the child or young person’s progress to achieving identified outcomes is considered. Are the strategies helping?



This is called the graduated response / approach because **it may take several cycles of intervention and different strategies being tried**, before it is possible to identify the strategies that work.

Funding

In making special educational provision for children and young people, settings are expected to draw on their normally available resources.

Stockton-on-Tees Borough Council expects schools, PRUs, early years and post-16 providers to use their direct and delegated funds to:

- Provide SEN support using delegated SEND funding responsibly to meet needs of children with SEND and / or Disability within their school community
- Commission additional support from external agencies / services available under the Local Offer
- Meet the needs of children and young people with additional needs

We would class this as what is ordinarily available (if needs are identified) at SEN support (notional element 2 funding and High Needs Funding).



Schools receive funding to support children and young people with SEN (notional SEN budget), of £6,000. Schools are expected to use this money to provide additional teaching support, to involve other professionals with specialist skills, such as educational psychologists and speech and language therapists or they may buy specialist equipment to support the child.

If costs of providing this support (for the identified need) exceeds the £6,000 then the schools can apply to the Local Authority for additional High Needs support in the form of a top-up. Supporting evidence and further information will be required as part of the application process to be considered by the One Point Panel.

Equipment

Stockton-on-Tees Borough Council expects schools, PRUs, early years and post-16 providers to use their budgets (including the notional SEN budget and any allocated High Needs Funding) to provide for children and young people with high incidence SEND requiring low cost, non-customised equipment; for example, IT equipment. It is recognised however, that some specialist customised equipment may need to be provided centrally to ensure that children and young people with low incidence, high needs have access to appropriate specialist aids and equipment. Stockton-on-Tees Borough Council provides more specialist equipment through liaison with NHS occupational therapy services.

Training

Stockton-on-Tees Borough Council expects schools, PRUs, early years and post-16 providers to provide appropriate SEND training for their staff. Settings are expected to understand the needs of their children and young people and to identify how best to ensure that their staff are equipped to understand and meet their needs. It is important that schools, when asked, can provide information regarding training their employees have undertaken focusing on SEND. This also needs to be kept up to date on the school's SEND information report (comprehensive training opportunities are available via Stockton SEN and Engagement Service).

3. Legislation and Statutory Duties

All stakeholders need to have due regard for the SEND Code of Practice.

Schools, PRUs, early years and post-16 providers' responsibilities are covered in the following areas:

Governors / Trustees / Committee

- Appoint a Responsible Person to have oversight of SEND (Governor with Responsibility for SEND)
- Publish a SEND Information Report and review it annually, providing information on school arrangements for meeting the needs of children with SEND aimed at parent(s) and carer(s)

Headteacher / Principal / Manager

- Review with all stakeholders, the school SEND information report
- Appoint a qualified teacher as the named and trained SENCO, who has a direct link to the SMT / SLT or alternatively, the headteacher acts as the SENCO
- Ensure the Accessibility Plan is in line with the Equality Act 2010
- Maintain a SEND Improvement and Development Plan (this may form part of the School Development Plan)
- Promote an inclusive curriculum
- Promote and value an inclusive ethos
- Promote an inclusive environment
- Ensure all relevant information is shared before and during transition

SENCO

In early years settings it is recommended that the SENCO attends the SENCO training delivered by the LA Early Years Area SENCO.

In schools, the SENCO must be a qualified teacher who has achieved the National Award for SEND Coordination within three years of appointment to the role (unless they were a SENCO prior to 2014). Best practice is that they will be on the leadership team.

Have due regard for:

- Section 5, early years providers – the role of the SENCO in early years provision, Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- Section 6, Schools – the role of the SENCO in schools, Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- Section 7 – Further Education
- Section 8 – Preparing for adulthood from the earliest years

Teachers / Practitioners

Have due regard to the Teachers Standards 2011 (updated 2013) or the Initial Guidance for users of the Professional Standards for Teachers and Trainers in Education and Training, England, 2014.

Teaching Assistants / Key Person

Be aware of the seven key recommendations within the Making Best Use of Teaching Assistants Guidance Report, published by the Education Endowment Foundation TA Standards.

Stockton-on-Tees Borough Council

Supports the drive for high educational standards for all children and young people through its Children's strategy.

Stockton-on-Tees Borough Council responsibilities include:

- Publishing clear, comprehensive, accessible and up-to-date information on the Local Offer and developing the Local Offer to make it more responsive to the needs of the local area – see section on Local Offer
- Provision of High Needs funding
- Providing strategy, guidance and policy
- Identifying the needs of the children and young people with SEND in the local area and improving their outcomes
- Consulting with children and young people with SEND and their families about the services; the design of new services and development of existing services
- Ensuring there is enough provision, in the right place for children and young people with SEND and reviewing this every year
- Commissioning and providing a SEND information, advice and support service for children and young people with SEND and their families – SENDIASS link on Local Offer
- Supporting partnerships, the self-improving system and commissioning mediation and dispute resolution services, for example, joint commissioning strategy, Chapel Mediation Services.



The Local Offer

Utilising the Local Offer: an exception on educational settings to explore what is ordinarily available



From 1 September 2014:

“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 SEND or are disabled, including those who do not have Education, Health and Care plans (EHCPs). In setting out what they expect to be available, local authorities should include provision which they believe will actually be available.” section 4.1, SEND Code of Practice.

The Local Offer has two clear purposes:

- To provide clear, comprehensive and accessible information about the range of services and provision available, and how to access them; and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND their parent(s) / carer(s) and service providers in its development and review.

The Local Offer will be fully accessible to everyone, including parents / carers, and will ensure that the services available are widely publicised, well signposted and regularly reviewed.

The services listed within the Local Offer are likely to form a basis for discussion between the parent(s) / carer(s) and the school. The vast majority of services available will not require an EHCP.

Stockton-on-Tees Borough Council will look for evidence – through the school’s recording and review structures – that the Local Offer has been used and services implemented before considering an application for a statutory assessment. Services beyond the school must be identified to include in the school SEN Support Plan.

Stockton-on-Tees Borough Council’s Local Offer can be accessed at:

www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page

Provision mapping

The SEND Code of Practice states:

“Provision maps are an efficient way of showing all the provision that the school provides which is additional to and different from that which is offered through the school’s curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.” Section 6.76, SEND Code of Practice.

Provision mapping can be used strategically to develop special educational provision to match the assessed needs of pupils across the school and to evaluate the impact of that provision on pupil progress. Used in this way, provision mapping can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school.

Costed provision maps

Stockton-on-Tees Borough Council provide a template for settings to use which will enable them to map the provision in place and how much this costs. This is required as evidence of impact of interventions / provision in all applications to ONE Point and Annual Reviews.

It is really important that settings map the provision in place to meet the identified needs of the child or young person and share this information with parent(s) / carer(s). Evidence of need, provision in place, desired outcome of this provision and finally the success of the support is important evidence of the Assess, Plan, Do, Review cycle in the Code of Practice. It should be very clear to all involved (including parent(s) / carer(s)) the impact of the notional SEN budget (and any allocated High Needs Funding).

Engaging with specialist services

Educational settings are advised to engage with specialist teams where pupils continue to make less than expected progress, in relation to their individual starting point. The school or setting may have its own in-house specialists or may approach and commission outside agencies (relevant checks and supervision are recommended). This is likely to involve utilising the SEND Notional Budget.



Expected progress is characterised by:

“Class and subject teachers, supported by the senior leadership team (SLT) (or SENCO if not SLT) should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.”
Section 6.17 – 6.18, SEND Code of Practice.



Specialist services may include but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment including multi-sensory impairment
- Therapists (including Speech and Language Therapists, Occupational Therapists and Physiotherapists)
- Early Help (a comprehensive range of services are available based on the needs of the individual and their family)

There should be no delay in engaging with such services where it is indicated that they may be helpful or required (please note, parental consent is required for most services).

Parent(s) / carer(s) and pupils should always be involved in any decision to work with specialists and what was discussed and agreed should be shared and recorded with all those who have responsibility for working with the child.

“The SENCO and class teacher, together with the specialists, and involving the pupil’s parent(s) / carer(s), should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.” Section 6.62, SEND Code of Practice.

Stockton-on-Tees Borough Council will look for evidence, through the school’s recording and review structures, that the appropriate specialists have been engaged, and that their recommendations have been implemented (including review time), when considering an application for a statutory assessment.

Implementing and reviewing progress of an intervention will often require at least two cycles of the assess, plan, do, review.

Publishing information: SEN Information Report (Clause 65)

From September 2014, there is a requirement for the governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools and settings, to publish their arrangements for managing and supporting SEND within their setting. This is set out in the Special Educational Needs and Disability Regulations 2014.

Early years education

Maintained nursery schools and private voluntary and independent (PVI) nurseries must:

- Use their best endeavours to make sure that a child with SEND gets the support they need
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND
- Designate someone to be responsible for coordinating SEND provision (the SEND coordinator, or SENCO)
- Inform and involve parents when they are making special educational provision for a child

Early working

Stockton-on-Tees professionals in education, health and care work closely in the early years to ensure children's needs are identified and addressed early through a range of appropriate support services whether in health, education or social care and early help.

Wherever possible, and with the consent of parent(s) / carer(s), information is passed from health to education to ensure that early providers of education are as fully informed as they can be about a child's learning needs.

When early years settings identify a child as having SEND, they must work in partnership with parents to identify the needs. Whatever the early years setting is providing for the child, they must inform the parent(s) / carer(s) and engage with the four stages of: assess, plan, do, and review.

The arrangement in the early years should be kept under review, with appropriate records just as in any other setting.

Pupils with SEND do not necessarily require an EHCP at this stage as the needs of very young children can change very quickly. Children can often be supported and demonstrate progress through services listed within the Local Offer. In exceptional circumstances it may be necessary to move straight to an EHC assessment.

Early Help services can also provide holistic support and signposting to services. The regularity and structured multi agency meeting cycle such as a Team around a Family often provides the dynamic approach that leads to very rapid improvements for all concerned.

SEND in Further Education

Professionals working with young people in the post-16 sector are strongly advised to become familiar with the information and guidance of Chapter 7 'Further Education' and Chapter 8 'Preparing for adulthood from the earliest years' in the SEND Code of Practice. In these chapters the diverse range of provision is acknowledged. References to 'college' encompasses FE colleges, specialist art and design and land-based colleges, sixth form colleges, 16-19 academies and special post-16 institutions approved under section 41 of the Children and Families Act 2014.

Transition into post-16 arrangements

Chapter 8 of the SEND Code of Practice advises on how schools and colleges can work together to smooth the transition to the post-16 setting.

The SEND Code of Practice applies to all post-16 settings: they must fulfil their duties to SEND student whether they have an EHCP or not.

The Graduated response in FE

Just as schools are expected to adopt the graduated response, so too are post-16 providers. FE settings should adopt the cycle of:

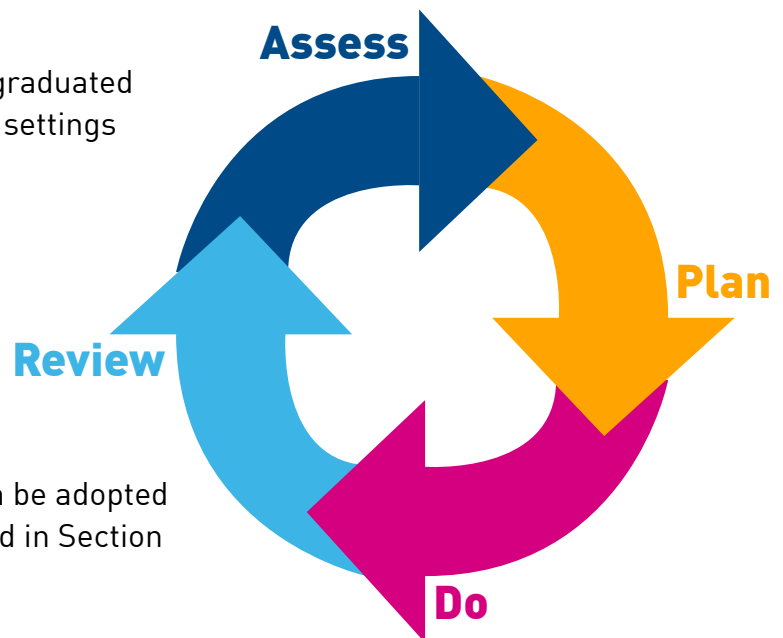
- Assess
- Plan
- Do
- Review

A range of specialised approaches that can be adopted and without the need for an EHCP are listed in Section 7.17 of the SEND Code of Practice.

Engaging with specialist services

Colleges should ensure they have access to external specialist services and expertise. These can include, for example, Educational Psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services, supported employment services and therapists. They can be involved at any point for help or advice on the best way to support a student with SEND or a disability. Specialist help should be involved where the student's needs are not being met by the strong, evidence-based support provided by the college.

It is important to note that colleges are not expected to meet the full costs of more expensive support from their core and additional funding in their main allocation. They are expected to provide additional support which costs up to a notionally prescribed threshold per student per year. The responsible local authority, usually the authority where the young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual young person exceeds the nationally prescribed threshold. This should reflect the cost of providing the additional support that is in excess of the nationally prescribed threshold.



“There is no requirement for an EHCP for a young person for whom a college receives additional top-up funding except in the case of a young person who is over 19.” Section 7.32, SEND Code of Practice.

The ONE Point Panel

Access to LA High Needs Funding (HNF), our Enhanced Mainstream Schools (EMS) outreach and inreach, ICT assessments, specialist HLTA support and LA educational advice and support is via the ONE Point Panel (more information is available on the Local Offer and also in the SENCO Handbook).

The single application form can be found in the SENCO area of the Local Offer and all applications are to be submitted by email to sensection@stockton.gov.uk

The application form will guide schools as to the required information, including use of the schools £6,000 notional SEN budget.

ONE Point panels are held weekly for each area of need on a four weekly cycle.

This panel is chaired by an education adviser and the panel is made up of headteachers, SENCOs and other education professionals, largely from our Enhanced Mainstream Schools.



4. Expectations of all settings

| Expectations of Provision | Expected Outcomes of Provision |
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| The physical environment is adapted to meet the needs of learners. | All learners are included and can access the environment as independently as possible. |
| All practitioners including teaching assistants make a positive contribution to learner progress. | There is a strong learning ethos that ensures proactive and collaborative working. |
| There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the learners. | <p>Parents / carers demonstrate confidence with the setting's provision for learners.</p> <p>Staff training demonstrates confidence and the workforce implements their knowledge in practice.</p> <p>There is inclusiveness and equality of opportunity for all learners.</p> |
| The provider recognises and responds to the need for pastoral support for learners with SEND bearing in mind the individual's social and emotional needs and other relevant contextual circumstances. | Effective strategies for learners' well-being leads to good relationships and inclusion across the setting. |
| Effective measures are in place to deal with safeguarding issues. | All staff have relevant and up-to-date safeguarding training and know what to do in different circumstances. Therefore, children and young people are safeguarded. |
| Practitioners are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice. | Learners have their needs met. |
| Practitioners differentiate to provide suitable learning challenges and cater for different learning styles. Individualised and / or small group planning and programmes in more than one curriculum area. | Learners make good progress relative to their starting point. |
| Practitioners ensure that learners have opportunities to work in different ways for example, independently, in a variety of small groups and / or in pairs. Individualised and / or small group sessions. | Learning is generalised / transferable into different environments and contexts |
| Practitioners ensure that collaborative learning and peer support is a feature of lessons. | Learners are supportive of each other, and the result is better relationships and improved outcomes. |

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| Practitioners ensure that formative assessment and feedback are a feature of lessons and evident in marking and assessment policy. | Learners are confident to take risks in their learning further leading to better progress. |
| Resources are allocated appropriately to ensure additional needs are met. Quality and impact of support, including interactions, is scrutinised. | Learners make good progress as a result of appropriate allocation and use of resources. |
| Staff collaboration and effective links exist with other relevant outside agencies and specialists. Practitioners know when to refer for extra support. | Learners are supported in all aspects of their development leading to greater inclusion and participation. |
| Specific resources and strategies are provided to overcome potential barriers to learning. Increased use of ICT resources. | Learners make good progress leading to better life outcomes. |
| An effective partnership with learners and parents is evident through their participation in assessment and review processes. | Parents are confident in what the setting is undertaking and this supports learning. |
| Learners are involved in the Graduated Approach; assess, plan, do, review process, setting and reviewing targets and identifying their own learning strategies. | The setting makes good use of appropriate external agencies and this addresses wider needs of learners. |
| Learners are helped to understand their own barriers to learning and to value their achievements. | Learner confidence leads to good or better participation rates. |
| Learners feel that they can approach staff and that their opinions and concerns are valued. | Learners feel safe, attend well and enjoy learning, enabling them to reach their potential. |
| Procedures are in place for ensuring smooth progression through settings, particularly during all transition phases, including on entry and exit. | Learners are prepared well for the future which results in them moving on to opportunities that lead to better chances in: work, living, health, friendships and relationships. |
| Expertise is in place to manage reasonable examination arrangements (access arrangements) for tests and national tests and public examinations. | Learners access assessments at their level and achieve best possible grades / levels. |
| SENCO is a qualified teacher employed by the school with the relevant qualification. | Advice and guidance on reasonable adjustments to teaching, learning and assessment, is available quickly at the point of identification of need. |

5. SEND good practice at SEN support

SEND good practice should be varied according to the age and individual needs of each child or young person. The following good practice is intended to be guidance for all educational settings from early years, schools to post-16 provision.

The Stockton Provision Guidance should be used in conjunction with the suggested strategies below (available on Stockton Local Offer)

Communication and Interaction

“The profile for every child with Speech, Language and Communication Needs (SLCN) is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.” Section 6.28, SEND Code of Practice.

Please note, other needs must always be investigated and identified to enable support for those contributory factors to Communication and Interaction.

| Identified barrier and / or need | Expected provision and / or strategies: approaches, adjustments and specific interventions expected to be made by settings |
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| Difficulties saying what they want to and being understood. | <p>Modelling language. Small group / 1:1 language sessions. Providing an additional method of communicating for example, symbol communication and / or signing. Individualised Language programme from SALT. Allow time for child to respond. Introduce a variety of language through rhymes, songs. All attempts to speak are supported. Accommodation of child’s needs.</p> |
| Difficulties understanding what is being said to them. | <p>Consider how many information carrying words a child can manage when giving instructions. Provide visual prompts if necessary. Extra time to process what has been said. Allow take up time to process information. Think about the environment and limiting any distractions. Check you have engaged the child’s attention before talking to them. Check that hearing has been tested. Pre-teaching of topic vocabulary. Use of first, then, next...</p> |

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| <p>Child / Young person does not understand or use social rules of communication.</p> | <p>Modelling / role play. Small group sessions. Social stories. Socially Speaking resource Prompts – symbols, signing systems. Now (you are doing this) and Next (you are going to be doing that) boards. Total communication environment. Use of activities that develop the theory of mind.</p> |
| <p>Difficulties with language. Difficulties with communication.</p> | <p>Simple instructions (avoiding idioms). Using literal language (avoiding sarcasm and figures of speech). Use of symbol communication such as Picture Exchange Communication System (PECS). 70% of what we communicate is non-verbal and so be very aware of your own body language. Awareness of what would be an appropriate tone of voice (calm, not too loud). Awareness of what would be an appropriate environment (noise, room temperature, lighting, room layout). Awareness of use of language (some children may need a language rich environment, others may need it to be kept simple).</p> |
| <p>Difficulties with imagination.</p> | <p>Role play and drama, use of props (for example, puppets). Modelling. Story telling. Photo used to talk through what might be happening. Play corners relating to topics being taught.</p> |
| <p>Difficulty with social communication and developing relationships.</p> | <p>Small group / 1 to 1 tasks and activities. Calm learning environment. Clear communication of expectations.</p> |
| <p>Anxiety in busy unpredictable environments.</p> | <p>Preparation for change of activity or routine. Small group / 1 to 1 tasks and activities. Calm learning environment. Clear communication of expectations. Regular mentor support, including adults or peers. Visual timetable to be used in setting / school.</p> |
| <p>Sensitivity to sensory stimuli.</p> | <p>Sensory breaks. Flexibility with uniform policy (not necessarily disapplication). Consideration to the environment for example, noise, room temperature, visual stimuli, proximity. Flexible approach to transitions for example, between lessons and to and from school. Safe haven.</p> |

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| <p>Unable to cope with close proximity to others prefers solitary play.</p> | <p>Desensitisation programmes. Nurture group. Analysis of what the issue is (proximity, particular people, times of the day, associations). 'Touch policy'.</p> |
| <p>Physical outbursts causing harm to others and / or to self and / or damage to property.</p> | <p>Understanding the frequency and location of triggers. Communication with families about what might be happening at home (for example, divorce, bereavement, illness) and strategies that work / don't work. Preventative strategies in place. Safe area / reflection room. Appropriate and individualised de-escalation strategies in place (for example, exit card). Adaptive Behaviour Analysis. Risk management plan. STEPS. Reintegration plans. Talks from PCSOs.</p> |
| <p>Communication is through: Signing Technology Picture Exchange</p> | <p>Check what communication methods are used at home. Staff specialist training such as British Sign Language. Use of sign language and visual clues to support language development. Use of symbol communication such as PECS. Total communication system including Makaton signs, symbols and gestures to communicate needs.</p> |
| <p>Limited attention span compared to developmentally appropriate milestones.</p> | <p>Regular, short breaks. Differentiation. Chunking, breaking tasks down. Visual timetables. Backward chaining – chain parts of the task together (for example, build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task). Named instructions. Asking the child to repeat back what activity they are going to do. Use of timers, so they know they only have to focus for a comfortable amount of time. Individualised timetables.</p> |

Cognition and Learning

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs...” Section 6.30, SEND Code of Practice.

| Identified barrier and / or need | Expected provision and / or strategies: approaches, adjustments and specific interventions expected to be made by settings |
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| <p>Difficulties with learning: For example, despite appropriate differentiation, child / young person making inadequate progress over time across the curriculum and working pre-key stage.</p> | <p>Assessment through teaching to identify the areas of need in consultation with the child / young person. Clear and simple instructions, breaking down longer instructions and giving one at a time. Visual timetable. Visual cues and prompts. Give time before response is needed. Pre-teaching – provision of intervention to help prepare the child / young person for the new topic. Shared next steps – so they know what to expect.</p> |
| <p>Specific learning difficulties affecting one or more specific aspect of learning for example, dyslexia, dyscalculia, dyspraxia, specific language impairment and so on.</p> | <p>Assessment through teaching to identify the areas of need in consultation with the child / young person or observation if more appropriate. Recognising and celebrating success in other areas of their life. Simple changes, for example, font, coloured paper, line spacing, lighting, overlays, adaptation, and technology. Staff have been informed of what strategies or approaches to use with each individual child / young person.</p> |
| <p>Generalised learning difficulties, for example, difficulties across the curriculum but with some areas of strength. Children with an uneven profile of skills and attainment.</p> | <p>Adjustment, modification and differentiation of the curriculum, right across the board, to enable the child / young person to fully access the curriculum. Active learning, concrete, pictorial and pragmatic approach to learning. Activities designed to develop skills which will support them to become independent learners. Support to manage self-esteem – celebration of strengths, reinforcement of success.</p> |

Social, Emotional and Mental Health Difficulties

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways...Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.” Section 6.32 – 6.33, SEND Code of Practice.

| Identified barrier and / or need | Expected provision and / or strategies: approaches, adjustments and specific interventions expected to be made by settings |
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| <p>Difficulties participating and presenting as withdrawn or isolated.</p> | <p>Assessment through teaching – for example, are there parts of the curriculum that they find easier to manage than others that can be used to develop confidence in.</p> <p>Small group work.</p> <p>Nurture groups – Boxall Profile and Training.</p> <p>Backward chaining – bringing child / young person in at the end of assembly or school day.</p> <p>Play based activities.</p> <p>Establish interests.</p> <p>Buddying / Mentoring.</p> <p>Giving responsibility for looking after someone else.</p> |
| <p>Displaying challenging, disruptive or disturbing behaviour.</p> | <p>Understand the basis for the behaviour for example, what is the history / context?</p> <p>Helping the child / young person to substitute other more acceptable behaviours.</p> <p>Develop readiness to learn.</p> <p>Consideration of the timetable and transitions.</p> <p>Detailed transition between year groups / phases of education.</p> <p>Professionals meeting to unpick the behaviour with meaningful and purposeful action from all involved.</p> <p>Risk assessment reviewed regularly.</p> <p>Communication with home / family for example, what is going on at home, other agencies involvement?</p> <p>Regular review of plan.</p> <p>Whole school approach to support strategies – consistency.</p> <p>Structure should be clear and explicit – what are the expectations?</p> |
| <p>Behaviours may reflect</p> <ul style="list-style-type: none"> - Anxiety / depression - Self-harming - Substance misuse - Eating disorders - Physical symptoms that are medically unexplained | <p>Analysis</p> <p>Unpicking the behaviours – negative and positive behaviours – what lies behind them?</p> <p>Multi-professional approach.</p> <p>Identifying what is not right through engagement with the child / young person.</p> <p>Looking at the history, when did the behaviour start to change?</p> <p>Liaison and collaboration with home is essential to understand the wider picture.</p> <p>Activities that are stress reducing for example, games, dance, colouring, gardening, animals, and forest school.</p> |

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| <p>Disorders including: Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD)</p> | <p>Understanding the reasons, is there a pattern? Allowing plenty of time for movement or frequent small concentration periods. Have a clear structure to the day. Have clear expectations regarding behaviours and a clear and consistent response to behaviours. Being aware of times of the day that may be more difficult and adapt to avoid a situation. Consideration of adjusted / modified discipline procedures / behaviour policies.</p> |
| <p>Attachment Difficulties (including Attachment Disorder)</p> | <p>Nurture group / nurture ethos. Understanding and training of what it is and how they can help. Liaise with parent(s) and carer(s) for shared understanding. A good transition when the child starts school – checking the history thoroughly. 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 adjustment / modified discipline procedures / behaviour policies. Consideration of CIOC, that they may have attachment disorder. Coventry Grid.</p> |
| <p>Low level disruption or attention seeking behaviours.</p> | <p>Differentiated use of voice, gesture and body language. Focus on reducing anxiety and thereby behaviours. Flexible and creative use of rewards and consequences for example, 'catch them being good'. Positive reinforcement of expectations through verbal scripts and visual prompts. Time out / quiet area in the setting.</p> |
| <p>Difficulty in making and maintaining healthy relationships.</p> | <p>Small groups / nurture group activities to support Personal Social and Emotional development. A range of differentiated opportunities for social and emotional development for example, buddy systems, friendship, strategies, circle time.</p> |
| <p>Uncooperative or defiant.</p> | <p>Look for patterns and triggers to identify what may be causing behaviours. Positive scripts - Positive language to re-direct, reinforce expectations for example, use of others as role models. Calming scripts to deescalate, including for example, use of sand timers for 'thinking time'. Limited choices to engage and motivate. Flexible and creative use of rewards and consequences for example, 'catch them being good' sticker charts and WOW sheets. Visual timetable and use of visual cues that is, sand timers to support sharing.</p> |

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| Presenting as significantly unhappy or stressed. | Identify and build on preferred learning styles. Safe place / quiet area in the setting. Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting. |
| Patterns of non-attendance. | Feedback is used to collaborate and plan with parent /carer, to ensure consistency between the home and setting. Analyse and identify patterns then use assess, plan, do review cycle to address with child / young person. |

Sensory and / or Physical Needs

“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time... Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.” Section 6.34 – 6.35, SEND Code of Practice.

| Identified barrier and / or need | Expected provision and / or strategies: approaches, adjustments and specific interventions expected to be made by settings |
|----------------------------------|--|
| Hearing impairment (HI). | <p>Seated near front of class with clear view of teacher’s face and any visual material used.</p> <p>Instructions delivered clearly and at an appropriate volume.</p> <p>Check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary.</p> <p>Repeating / rephrasing pertinent comments made by other pupils ensuring the student accesses those comments.</p> <p>Be aware the student may use of lip-reading and visual clues to support their hearing. Ensure that they are face on when you are giving instructions. Try not to move around the room whilst talking.</p> <p>Visual reinforcement (pictures and handouts), to support learning.</p> <p>During class discussions, repeat comments from other pupils to ensure they have been heard.</p> <p>Be aware that during P.E. or games lessons it will be more difficult to follow instructions.</p> <p>Words spoken on an audio / visual recording may need a person to repeat what is being said.</p> <p>Carpeting, soft furnishing, rubber feet on the table and chair legs and so on will reduce noise.</p> <p>Seat away from any source of noise for example, window, corridor, fan heater, projector, and the centre of the classroom and so on.</p> |

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| | <p>Encourage good listening behaviour: sitting still, looking and listening.</p> <p>Encouraged to ask when not sure what to do.</p> <p>A quiet working environment, particularly for specific listening work. All staff who work with a child / young person with HI should be made aware how best to support in school.</p> <p>Adults working directly with child with HI to have appropriate training such as British Sign Language (BSL).</p> <p>Visual timetable and use of visual cues such as sand timers to support sharing.</p> <p>Talking books to encourage and support speech and language communication.</p> <p>Staff to work together with other professionals to share strategies and advice to support the child</p> <p>BSL Training.</p> <p>Access to additional strategies from HI service.</p> |
| Visual impairment. | <p>Staff to work together with other professionals to share strategies and advice to support the child.</p> <p>Talking books & literature / books in Braille.</p> <p>Reading apps.</p> <p>Mobility / cane training.</p> <p>Talking equipment for Life skills / curriculum activities.</p> <p>Access to additional strategies from VI service.</p> |
| Physical disability. | <p>Staff to work together with other professionals to share strategies and advice to support the child.</p> <p>Moving and manual handling training.</p> <p>Support equipment.</p> <p>Accessibility planning.</p> <p>Hoisting.</p> <p>Accessible transport.</p> <p>Work chairs.</p> <p>Standing Frames.</p> <p>Walkers.</p> <p>Relevant technology.</p> <p>Staff with care training and appropriate hygiene suites.</p> |
| Severe and complex medical needs including a life-threatening diagnosis or condition. | <p>Reasonable adjustments in line with the Equality Act 2010.</p> <p>Clear bereavement training and policies.</p> <p>Support equipment such as lockable medicine cabinets, first aid bags, fridges.</p> <p>Rotated medication / care training.</p> <p>Liaising with specialist colleagues for up to date training; for example, continuing healthcare.</p> |
| Physical sensitivity including hyper and hypo responses and possible Sensory Processing Disorder (SPD). | <p>Staff to work together with other professionals to share strategies and advice to support the child's sensory diet.</p> <p>Sensory workouts / sensory integration.</p> <p>Sensory reduction planning.</p> <p>Staff training through CPD.</p> |

Requesting an EHC assessment at Early Years

Stockton-On-Tees Borough Council will require the same information from early years settings as it requires from school or post-16 providers in respect of any referral for statutory assessment.

You are strongly advised to seek further advice prior to any referral from the Early Years Area SENCO or the relevant specialist services. Contact the SEND Advisory Team and ask to speak with Lizzie James (01642 527145).

Applying for a Statutory Assessment

In all but the most exceptional circumstances, “The majority of children and young people will have their needs met within local mainstream early years setting, schools, or colleges.” Section 9.1, Special educational needs and disability code of practice: 0 to 25 years.

“The EHC needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early years provider, school, post-16 institution or other provider.” Section 9.3, SEND Code of Practice.

“An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person’s needs without an EHC plan.” Section 9.6, SEND Code of Practice.



What evidence will Stockton-on-Tees Borough Council want to see for any age child or young person?

Any request for a statutory assessment will need to demonstrate that:

“...despite the early years provider, school or post-16 institution having **taken relevant and purposeful action to identify, assess and meet** the special educational needs of the child or young person, the child or young person has not made expected progress.” Section 9.14, SEND Code of Practice.

This is expected progress taking into consideration of need and not age related expectation. As a minimum, Stockton-on-Tees Borough Council will need to take into account the following evidence (which is information that will already be available through the assess, plan, do, review process).

- The child / young person’s academic attainment (or developmental milestones in younger children) and rate of progress
- Information about the nature, extent and context of the child / young person’s SEND
- Evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person’s SEND
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided (SEND Notional Budget)
- Evidence of the child or young person’s physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies
- Where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Section 9.14, Special educational needs and disability code of practice: 0 to 25 years.

Referrals from parents / carers and young people

Parents / carers and young people can make a request for a statutory assessment and Stockton-on-Tees Borough Council will request the same level and quality of evidence, wherever possible for the setting, to enable it to make a decision.

Statutory assessment

The SEND Code of Practice does not offer specific criteria in terms of skills or levels.

However, an EHC assessment may be considered when:

- The setting is confident it is able to demonstrate that the child or young person has a level of need of such complexity that the local authority has to determine the special educational provision for them
- The setting is able to demonstrate that despite considerable input, (refer back to SEND Notional Budget) that is, relevant and purposeful action over a sustained period of time, and the engagement with relevant professionals, the child has not made the expected progress

and most importantly

- **The child or young person requires special educational provision, which cannot reasonably be provided from within the resources normally available to educational settings in Stockton-on-Tees.**

In making a decision to make a referral for a statutory assessment you should check the child or young person meets the following, (which is information already available through the assess, plan, do review process).

For a referral in any area of need, you must be able to provide specific and substantial evidence that despite reasonable adjustments including:

- The use of the SEND Notional Budget up to prescribed levels (£6000)
- Substantial adaptation to the curriculum and resources
- Careful monitoring and tracking of progress through the graduated approach of assess, plan, do, review
- Seeking and acting upon specialist advice over a sustained period of time

The child or young person's needs cannot be met from within the schools existing resource including services and resources from ONE Point Panel.

The Local Authority has the legal duty to decide whether to carry out a statutory assessment or not.

