

# Welcome

## Changes to the SEND Code of Practice

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# What has changed since the previous code in 2001?

- ▶ The new code covers young people up to the age of 25 and includes guidance relating to disabled children and young people, as well as those with special educational needs.
- ▶ There is an increased emphasis on the participation of children and young people and parents in decision-making.
- ▶ There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- ▶ Education, health and social care agencies are required to work closely in co-operation, and must undertake joint planning and commissioning of services.
- ▶ Local authorities must publish a new 'Local Offer' of information about the support available for children and young people with SEN and/or disabilities in the local area. Partners across education, health and social care must contribute, and individual schools must publish details of their support for those with SEN and disabilities in line with the expectations set out by the local authority.

- ▶ There is a new graduated approach to identifying and supporting students with SEN disabilities, which replaces School Action and School Action Plus.
- ▶ New 0-25 Education, Health and Care Plans (EHC Plans) replace Statements and Learning Difficulty Assessments.
- ▶ There is an emphasis on personalisation of services to meet families' individual needs, including personal budgets for those with EHC Plans. This will allow young people and parents/carers greater control of the services they access and how they are paid for.
- ▶ There is a greater focus on support to enable those with SEN and disabilities to succeed in their education and transition into adulthood.

# Our Graduated Approach Plan

- Implementing a 'Graduated Approach Plan' to meet the needs of children with SEN

Stage		
How we identify SEN	Step 1	Teacher completes initial concern forms and gain evidence over a six week period.
Early Help	Step 2	Concern remains, meeting with SENCo/Assistant SENCo to review and plan additional in class provision, (eg 10 mins reading a day with a buddy.) Parents will be informed and invited to discuss the provision with the class teacher.
	Step 3	Review Step 2, decide whether further provision needs to be put in place.
	Step 4	Teacher meets with child and parent/carer and evidenced based interventions are put in place with a clear set of expected outcomes and a date for review. Child is placed on SEN register and a Pupil Passport and IEP are put in place.
	Step 5	Review meeting is held a term later with parent/child/teacher. Intervention proving to be making a difference and closing the gap. Intervention to continue, progress is monitored regularly and reviewed a term later.
	Step 6	Child continues to be a cause for concern, school to request outside agencies for additional assessment advice and support. Outside agencies, appropriate staff including SENCo and parents to be involved in discussing the next steps and a revised plan is drawn up with a clear set of expected outcomes and a review date.
	Step 7	Review meeting after advice/assessment from Outside agencies. New Pupil Passport and outcomes put in place.

- On occasion, it may be necessary to miss steps out to ensure the needs of the child are met appropriately.
- The progress of pupils will be assessed six weekly, using the school's assessment systems.
- EHC Plans
  - A request can be placed by any of the outside agencies or parent. It is recommended that it will be the school, with the full support of parents and outside agencies. An EHC1 proforma will be completed by all professionals.
  - Within 6 weeks, the Local Authority (LA) will make a decision through a multi-agency panel (MAP) as to whether to proceed with the referral.
  - The LA will inform schools of their transition plans to change pupils statements to EHC plans over the next 3 years.

# Our Green Folders

- ▶ Individual Pupil Provision Maps (IPPMs)
- ▶ Individual Education Plans (IEPs) / Individual Behaviour Plans (IBPs)
- ▶ Pupil Passports

Individual Provision Map for Joe Bloggs, DOB 22.08.06 Class Year 2  
 Main area of need: Speech, Language or communication

Continuous provision throughout the week

Day	September 2013		Pm
	am		
Monday			SSE 2:1 withdrawn with TA-AMM 10mins
Tuesday			SSE 2:1 withdrawn with TA-AMM 10mins
Wednesday			SSE 2:1 withdrawn with TA-AMM 10mins
Thursday			SSE 2:1 withdrawn with TA-AMM 10mins
Friday			

Additional comments (including provision at break and lunchtimes)  
 - Continue to support Social Skills in class

Please include:-  
 Subject  
 1 to 1 or small group  
 In class or withdrawn  
 Amount of time  
 TA or 'other' and their initials

## Individual Education Plan

**Name:** Joe Bloggs **DOB:** Year One **Class:** Oak School Action  
**Area/s of concern:** Numeracy **Class Teacher:** Miss Brown **Start date:** Nov: 2013 **IEP Number:** Review Date:  
**Supported by:** Mr Smith **Proposed Support:** 1:3 daily session **Support began:** November 2013

Targets	Achievement Criterion	Possible resources and techniques	Possible strategies for use in class	Ideas for support staff	Outcome
1. To count and recognise numbers to ten.	Joe is able to count and recognise numbers to ten on 10 separate occasions.	Nupticon Variety of counting equipment eg beads, bricks etc Board games/picture cards Number tracks and large number tracks. Large ball to pass/roll. Makaton signs for numbers and more.	Model counting systematically and provide as many counting activities as possible.	Model counting wherever possible Count in context eg role play area, inside and outside classroom. Large scale, physical counting whenever possible.	1. Joe can recognise numbers to 10. 2. Joe can count sets of objects up to 10. 3. Joe can understand the concept 1/2 more and add one/two more to a set.
2. To make sets of numbers to ten.	Joe is able to make sets of objects up to ten on 10 occasions.				
3. To understand 1/2 more and count objects adding one/two more.	Joe can add 1/2 more objects to a set and count the number in the set.				

## Kerr Mackie Primary Pupil Passport

A picture of something that is important to me. My name is \_\_\_\_\_  
 I was born on \_\_\_\_\_  
 I am in class \_\_\_\_\_

Things I find difficult: \_\_\_\_\_  
 Things I am good at: \_\_\_\_\_

I would like to get better at: \_\_\_\_\_  
 Things that can help me: \_\_\_\_\_  
 Review Date: \_\_\_\_\_



# Working together

- ▶ School should meet with parents/carers three times per year.
- ▶ The meetings will be longer than most parents evenings to allow time to discuss your child's progress and support, where necessary, in more detail.
- ▶ Summer term's meeting will also allow for a smooth transition to the next year group.