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Introduction to SEND

Academy Board Link Members

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Introduction to SEND

Overview

- **Role of the Class Teacher**
- **An introduction to SEND legislation, including the Equality Act**
- **What are Special Educational Needs?**
- **What are Broad Areas of Needs and Primary Areas of Need?**
- **An introduction to the graduated approach**
- **Trust SEND Strategy**
- **Role of the Link Academy Board Member for SEND**



Introduction to SEND

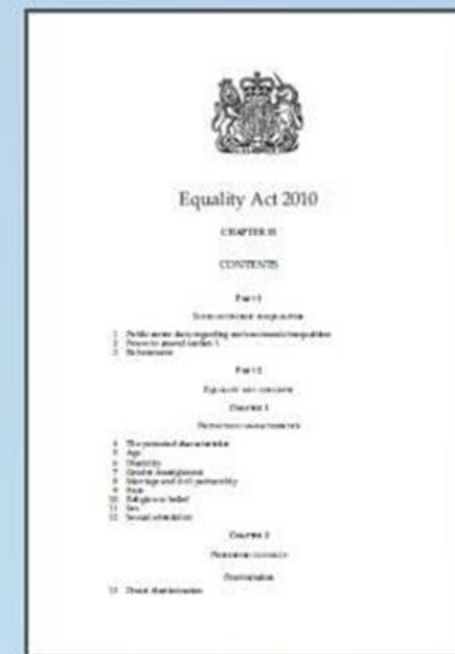
The Children and Families Act 2014



Statutory guidance, the SEND code of practice, 2015



Schools and trusts must also have regard to duties set out in the Equality Act 2010

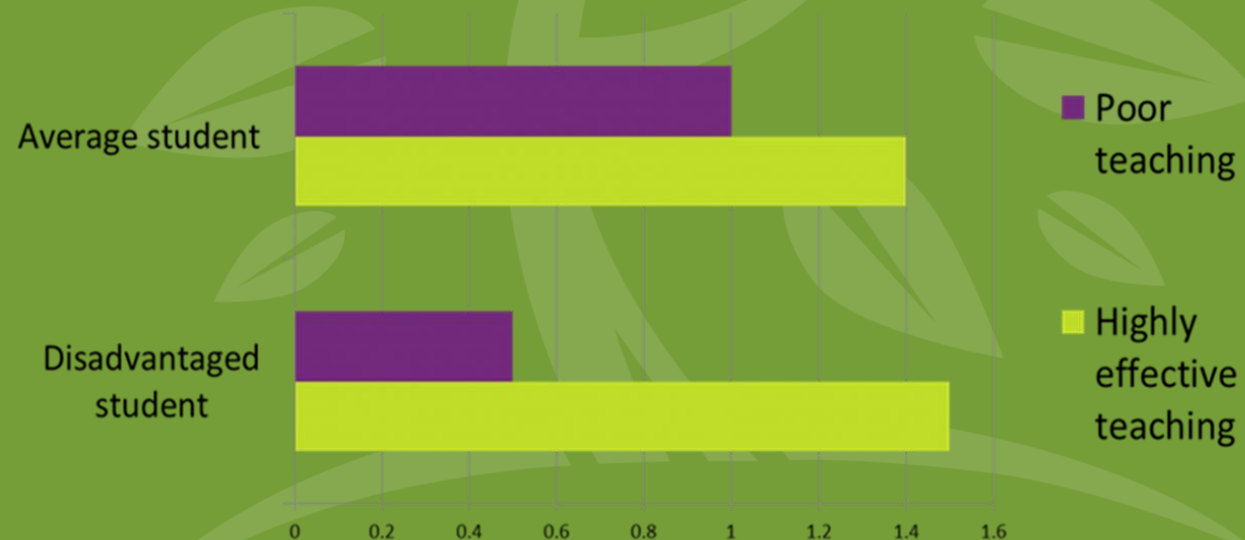


The Role of the Class Teacher

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.



Effect of teaching on students in years of progress



Source: Sutton Trust (2011)

The Role of the Class Teacher

SEND Code of Practice- A teacher must:

- The SEN Code of Practice clearly states that teachers are responsible for the teaching & learning of the SEN children in their class.

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



An Introduction to Legislation SEND Code of Practice 2014, 2015

In 2014, the government transformed the system so that services consistently support the best **outcomes** by:

- **extending the SEN system from birth to 25**, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met.
- replacing statements and learning difficulty assessments with **0-to-25 Education, Health and Care Plans**,
- extending rights and protections to young people in further education and training
- **offering families personal budgets** so that they have more control over the support they need;
- improving **cooperation between all the services** that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to **involve children, young people and parents** in reviewing and developing provision for those with special educational needs and to **publish a 'local offer'** of support.

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The Equality Act – Protected Characteristics

There are 9 protected characteristics outlined in the Equality Act. Guidance for schools states that it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Other 2 characteristics:

- age (under-18s are only protected against age discrimination in relation to work)
- marriage and civil partnership (with some restrictions)

You must not discriminate by association or perception.

4 kinds of unlawful behaviour: direct discrimination; indirect discrimination; harassment and victimisation.





The Equality Act 2010

The specific duties are included in the **Equality Act 2010**. The key elements are as follows:

- You **must not** discriminate against, harass or victimise disabled children and young people;
- You **must** make **reasonable adjustments** to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

4.13 The duty to make reasonable adjustments applies only **to disabled people**.



What are Special Educational Needs?

SEND Code of Practice

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

‘additional to different from’





What are Special Educational Needs?

Disability: SEND Code of Practice 2014

- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.
- **Long-term** is defined as ‘a year or more’.
- Children and young people with such conditions **do not necessarily have SEN**, but there is a significant overlap... Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.



What are Special Educational Needs?

SEND Code of Practice:

From September 2014, Special educational needs provision is considered as falling under four broad areas.

EXERCISE

What are the 4 broad areas of SEN?



What are Special Educational Needs?

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EXERCISE

What are the 4 broad areas of SEN?

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical



Broad and Primary Areas of Need

Communication and interaction

- Speech Language and Communication Needs (SLCN)
- Autism (ASD)

Cognition and learning

- Specific Learning Difficulties (SpLD) - dyslexia, dyscalculia and dyspraxia.
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- (Down Syndrome DS)

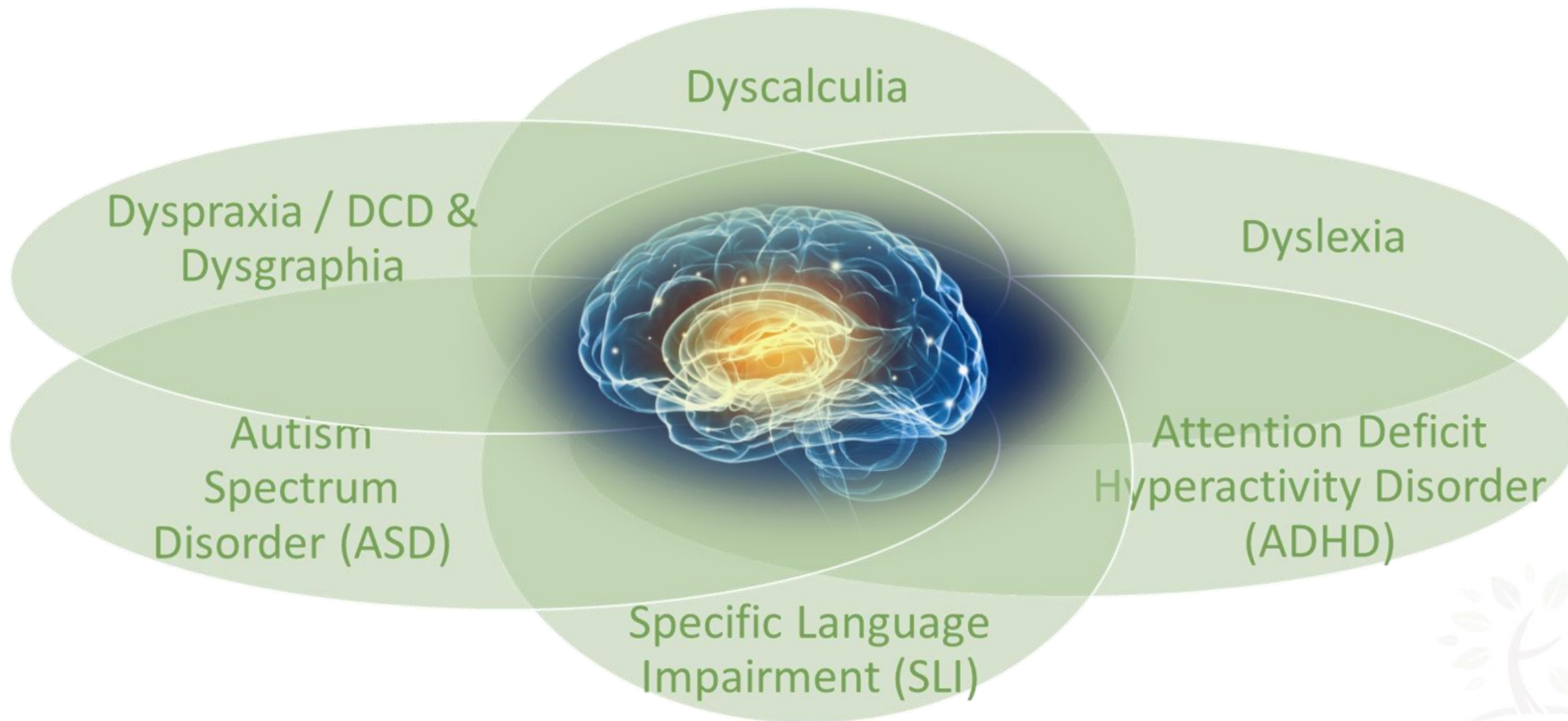
Social, mental and emotional health (includes ADHD, ADD, attachment disorder, anxiety...)

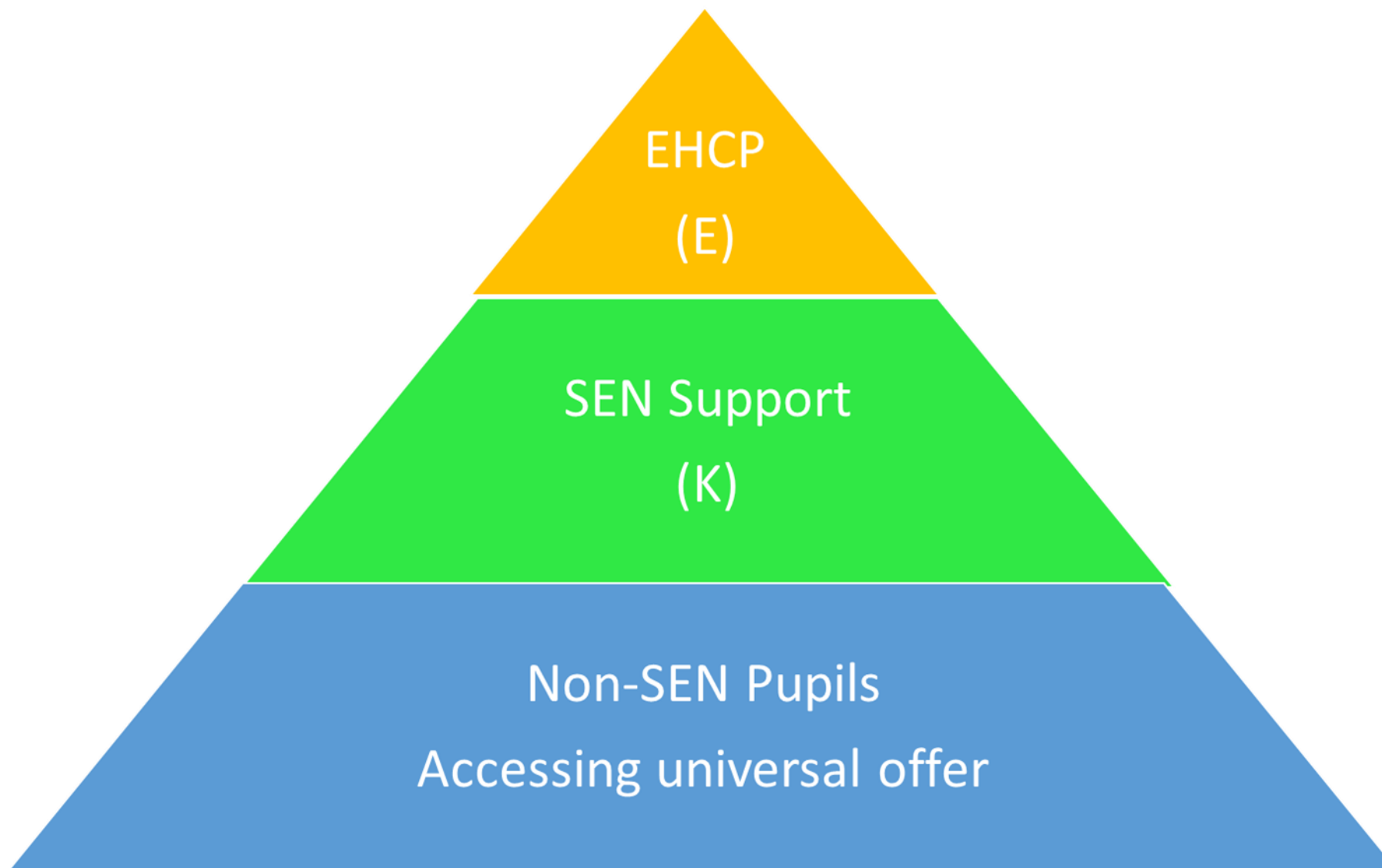
- SEMH

Sensory and/or physical

- PD – Physical Disability
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-sensory impairment (MSI) - combination of vision and hearing difficulties



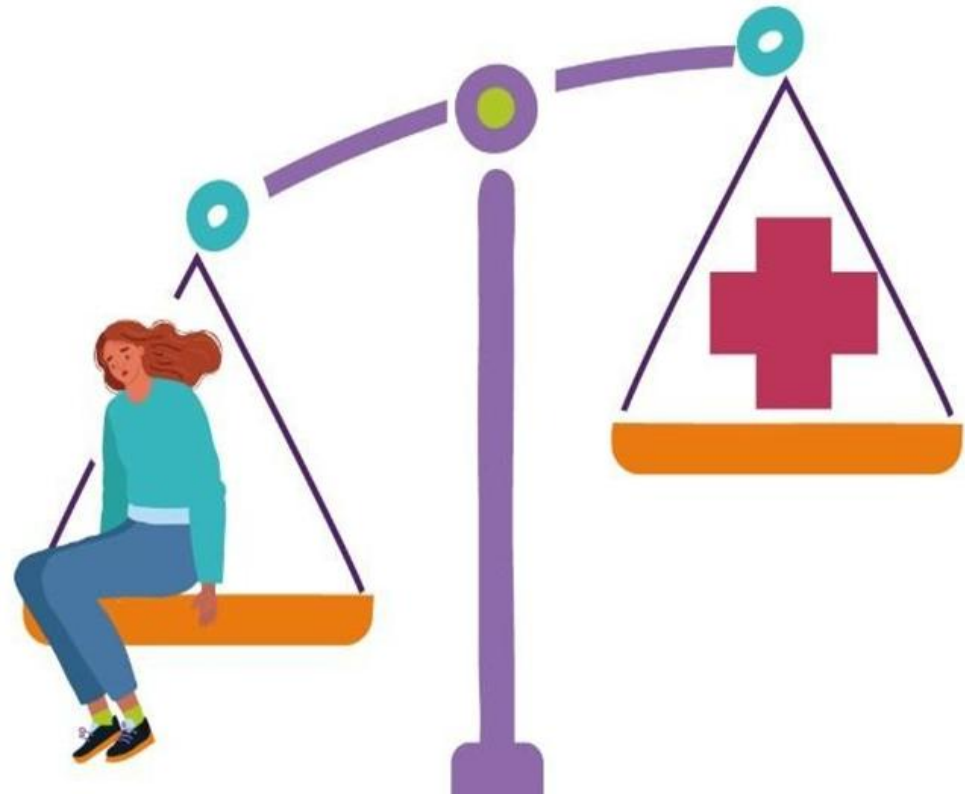




▶ Educational Health and Care Plans

Children and young people aged from birth to 25 years with special educational needs and/or disabilities may be eligible for an Education, health and care (EHC) plan.

EHC plans are legal documents outlining the support a child or young person will receive to meet their special needs across education, health and social care and achieve positive outcomes. The focus is very much on what is important for children and young people – what they want to achieve now and in the future.



SEN Notional Funding

£Pupil specific allocated funding (Some LA's have banding models within which a pupil may have funding assessed and allocated)	High Needs / Top Up funding (as needed per pupil from LA funds. In some LA's this may be determined by a centralised SEND Panel, and in others, through a distributed locality panel)	Element 3
Universal funding		
£6k (for pupils at SEN Support and with an EHCP)	SEN Notional Budget (total amount determined by locally agreed funding formula or local funding arrangement)	Element 2
£4k (for all pupils on roll at the school)	Approximate Value of AWPUP (Age Weighted Pupil Unit) (Amount paid per pupil for general provision and costs. Varies by age and LA - national average is around £4k, but can range from £4,500-£6,400 per pupil, with secondary schools generally receiving more than primary schools)	Element 1

SEN Notional funding amount provided to schools does not equate to £6000 per every pupil on the SEN register (as not all pupils with SEN will require £6000 of costed provision) – it is an amount determined using an LA locally agreed funding formula (or arrangement). Schools should refer to their Local Authorities website for more information.

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Prevalence of SEND?

- **What % of children are on the SEN Register in your school?**
- **Do you think this is higher or lower than the National Average %?**

NATIONAL Primary Jan 25

- **SENK: 14.8%**
- **SEN E 3.5%**
- **Total National = 18.3%**



Assess>Plan>Do>Review

Assess, Plan, Do and Review cycle (The Graduated Response)





Trust SEND Strategy

Ensure precise analysis of the educational requirements of pupils across the four broad areas of need to enable a deeper understanding and ensure the best possible outcomes

Ensure a whole-school approach to SEND, with strong corporate responsibility that begins with every leader viewing themselves as a leader of SEND.

Ensure that all pupils consistently have access to high-quality teaching that removes barriers to learning and participation and provides an education that is appropriate for their needs, promotes high standards and ensures all pupils fulfil their potential.

Ensure that the provision for those pupils who require an alternative offer to a mainstream curriculum alongside their peers is well-planned, intentional and meets their needs effectively.



Academy Board – Delegated Roles

Accountable body for SEND and inclusion

Sets the tone, culture, and values

AREAS	DELEGATED FUNCTION
SAFEGUARDING	- Monitoring the implementation the school's Safeguarding Policy and fostering a culture that prioritises the safety and wellbeing of all pupils and staff in their schools. - Working closely with the Designated Safeguarding Lead (DSL) to ensure the necessary procedures are in place, which is supported through the appointment of a link governor. - Monitoring and reviewing the effectiveness of the school's safeguarding arrangements. - Monitoring and reviewing the effectiveness of Health and Safety arrangements within school.
SEND	- Ensuring adequate resources are provided to pupils with special educational needs and disabilities (SEND) that support their educational progress. - Seeking assurances that staff are trained to implement strategies and support plans. - Working in partnership with other stakeholders, such as parents, external agencies, and the wider Trust community, to ensure that pupils with SEND are well-supported and included in all aspects of school life.
SIAMS	- Develop and maintain the school's religious character and distinctive Christian vision celebrating equity, diversity, belonging, inclusion and justice at every opportunity. - Review the impact of the school's Christian vision on pupils, adults and the community.
STANDARDS	- Monitor the school's performance by reviewing a range of information for example, curriculum approaches (including RE), assessment data, attendance rates and suspension rates. - Working with senior leaders to identify areas for improvement and develop strategies to address them in line with the Trust's strategic objectives.
STAKEHOLDER ENGAGEMENT	- Ensuring the needs and concerns of all stakeholders are accounted for in the decision-making process and acting as a mouthpiece for their interests and voices at Trust level. - Achieved through effective communication channels, consulting key stakeholders, and working in partnership with the local community.



The Role of the Academy Board

Ensuring adequate resources are provided to pupils with SEND that support their educational progress.

- Monitor SEND funding and impact
- Monitor SEND data presented to the Board (e.g., outcomes, attendance, behaviour, wider opportunities participation)
- Are all pupils on the SEN register supported by a SEN Support Plan or EHCP which outlines their needs, targets and the planned support?

Seeking assurances that staff are trained to implement strategies and support plans.

- Staff training provided for SEND – is this strategically linked to the areas of need in school?
- Are SEND needs accurately identified?
- Are teachers enacting the planned provision for pupils with SEND?

Working in partnership with other stakeholders, such as parents, external agencies, and the wider Trust community, to ensure that pupils with SEND are well-supported and included in all aspects of school life.

- Approve policies and strategies on website, making sure these are current – SEN Information Report (annual); Accessibility Plan (3 yearly); SEND Policy (annual) ; Equalities Policy (annual) and Equalities Objectives (4 yearly)
- Analyse pupil voice and parent feedback

How can you fulfill your role?

Activity	Possible Actions
Ensuring adequate resources are provided to pupils with SEND that support their educational progress.	
Monitor SEND funding and impact	Scrutinise 'SEND on a Page' Ask: How do you know the interventions you are funding are effective? Ask: How do you know that additional adults are effective? Ask: How do you know that the money for EHCPs is being used to deliver the legally required provision outlined in them? Ask: Are any pupils currently going through a statutory assessment of needs (for an EHCP and additional funding)?
Monitor SEND data presented to the Board (e.g., outcomes, attendance, behaviour, wider opportunities participation)	Scrutinise 'SEND on a Page' Scrutinise the Leadership reports containing data for SEND Ask: How is the progress of pupils with complex needs monitored?
Are all pupils on the SEN register supported by a SEN Support Plan or EHCP which outlines their needs, targets and the planned support?	Visit to see SENCO and look at an example of a SEND plan Ask: How do you know that all pupils are supported by effective SEND plans? Ask: How are parents involved in the Assess>Plan>Do>Review cycle?
Seeking assurances that staff are trained to implement strategies and support plans.	
Staff training provided for SEND – is this strategically linked to the areas of need in school?	Scrutinise 'SEND on a Page' – what is the biggest area of need and has training been targeted towards this? Ask: How do leaders know that provision for this area is effective?

How can you fulfill your role?

Activity	Possible Actions
Are SEND needs accurately identified?	Ask: How are needs identified quickly? Are external and internal specialist support accessed to support this process? Explore 'SEND on a Page' – what is the SEND profile & the most common area of need?
Are teachers enacting the planned provision for pupils with SEND?	Visit the school to observe inclusive practice – what does it look like here? Ask: How do leaders know that all planned provision is being enacted? What monitoring have they done? When? Any actions in response?
Working in partnership with other stakeholders, such as parents, external agencies, and the wider Trust community, to ensure that pupils with SEND are well-supported and included in all aspects of school life	
Approve policies and strategies on website, making sure these are current – SEN Information Report; Accessibility Plan; SEND Policy; Equalities Policy and Objectives	Check compliance
Analyse pupil voice and parent feedback	Ask: What do parents of, and pupils with SEND, say about school? Do pupils feel safe? Request and scrutinise data, exploring the school's response in relation to feedback



Further Questioning Guidance

Deeper questioning ideas

Strategic Oversight

- How is SEND provision reflected in the School Improvement Plan?
- What are the current SEND priorities – do these reflect the last Trust review?

Onsite visit

- Can you show an example of how a teacher has adapted their planning for a child with SEND?
- How do we ensure high expectations for all, including those with SEND?
- How is the school promoting communication and language development?



What distinguishes the link role?

Specialist Knowledge

Develops greater understanding of SEND duties and provision

Keeps informed through training and guidance (e.g. SEND Code of Practice)

Direct Link with SENCO

Meets regularly (termly) with SENCO to discuss provision and priorities. To also complete SEND focused visits to see provision.

Offers insight to the board from visits and conversations

Champion of Inclusion

Promotes equity, access, and pupil voice in board discussions

Ensures SEND is not overlooked in strategic planning through questioning in Board meetings

Monitors and Challenges

Helps the board scrutinise SEND data, funding, and impact

Tests how inclusive practice is applied in daily school life

Supports Governance Effectiveness (Leadership)

Contributes to policy, risk, and assurance reporting

Helps build and inclusive, informed board culture



Further Information

SEND Glossary

SEND Need Types Overview

'SEND on a Page' guidance

Introduction to SEND – Enhance Powerpoint

SEND Code of Practice 2015 – [SEND code of practice: 0 to 25 years - GOV.UK](#)

NASEN – Training and resources – [Online CPD Units | Nasen](#)

Whole School SEND – Training and resources [Whole School SEND Home Page](#) | [Whole School SEND](#)

