

SEN information report

All schools must publish their policy for pupils with SEN on their website and ensure the information is kept up to date. It must have information including the identification, assessment and support available to pupils who have or may have SEND and the complaints procedure for their parents.

- **Duty on the governing bodies of mainstream schools**

They must use their 'best endeavours' to make sure that a pupil with special educational needs (SEN) gets the support required to meet their individual SEN



For more information contact:

Dudley SEND information, advice and support service

For referrals email dudley.sendiass@dudley.gov.uk

Service telephone number 07900 161363

Website: <http://dudleysendiass.org.uk/>



Special educational needs support in schools

Dudley special educational needs and disability information, advice and support service (SENDIASS)

- Free
- Impartial
- Confidential



It is a graduated, step by step approach to identifying and supporting pupils with special educational needs (SEN), but who do not require an Educational Health Care (EHC) plan. This help can be additional to or different from the support generally given to most of the other children of the same age.

Why have things changed?

The Special Educational Needs & Disability Code of Practice 0 to 25 years 2014, provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children & Families Act 2014.

The code contains a number of changes that may affect children and young people with SEND, this includes:

- Children who have been supported at school on school action or school action plus should transfer to SEN support by September 2015
- **No more individual education plans (IEP's).** The new code gives guidance to schools on data and record keeping in relation to the provision made to pupils with SEN. Schools should record details of additional or different provision made under SEN support including teaching strategies, involvement of specialists, pupils' progress and their outcomes. A provision map is an efficient approach some schools may want to adopt.

• Key principles

- Class and subject teachers supported by the special educational needs coordinator, should make regular assessments of progress for all pupils. These should identify those pupils making less than expected progress given their age and individual circumstances
- The school should then decide if a pupil needs SEN support and will discuss this with the parents

• Funding for SEN support

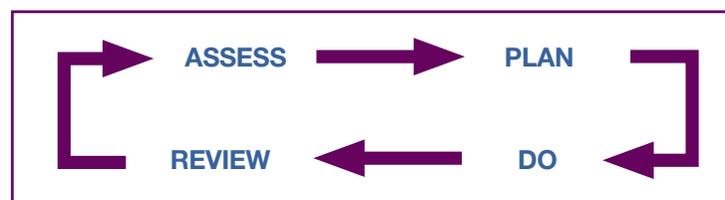
- All mainstream schools are provided with resources to support pupils with SEN and disabilities. These resources are determined using an agreed local funding formula
- Schools have an amount identified within their budget, called the notional SEN budget, to allow them to provide appropriate support to those pupils who need it
- The amount is not ring-fenced and it is for the school to decide their approach to using their resources to support the progress of pupils with SEN

In identifying and assessing SEN in children there are four broad areas of need

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

• A graduated approach to special educational provision in schools - SEN support

A four stage cycle:



ASSESS - The teacher working with the special educational needs coordinator (SENCO) is responsible for carrying out a clear analysis of a pupils' needs, drawing on teacher assessments and experience of the pupil in the classroom.

PLAN - When it is decided to provide a pupil with SEN support, the parents must be notified. All teachers and support staff who work with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies and interventions that are required.

DO - The teacher retains responsibility for working with the child on a daily basis. They should work closely with any teaching assistants or specialist staff involved and the SENCO should support the teacher.

REVIEW - Reviews of the effectiveness of the support should take place with the child's parents at least three times a year and inform feedback into the analysis of the child's needs and any progress made. A school should always involve specialists such as educational psychologists or speech and language therapists where a pupil continues to make little or no progress. Parents must be notified and a record of the outcomes, action and support agreed through the discussion should be kept and shared with all appropriate school staff. This record should then be given to the pupil's parents. The school can decide on its approach to record keeping but it must be kept up to date and in a format that is accessible to all.

• Requesting an education, health and care needs assessment

- If a child does not make the expected progress despite the actions being taken by the school with regard to SEN support then the school or parents may consider requesting an EHC needs assessment
- The local authority will expect to see evidence of the actions the school has taken to help meet the child's needs for SEN support in order to consider any request