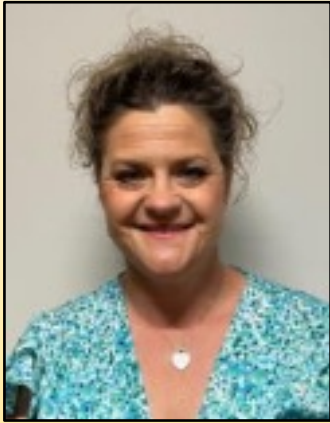
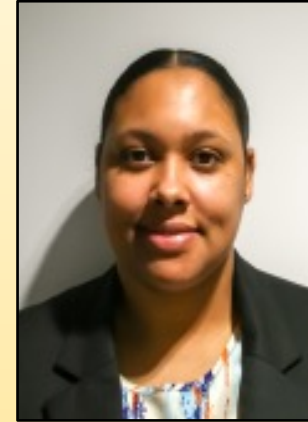


SEN Information Evening



Mrs Ratcliffe
Senior SENDCo



Mrs Yusuf
SENDCo



SEND Review March 2022

Green Paper

SEND Review:

Right support
Right place
Right time



 HM Government

SEND Review:

Right support
Right place
Right time



- March 2022 there was a SEND review.
- Looked at the provision of SEND within the system.
- The findings then went to consultation by the public, teachers, SENDCOs and other professionals within the inclusion field.



Government Guidance March 2023



https://www.youtube.com/watch?v=cT9fgQ8__n8

- ❑ **fulfil children's potential:** children and young people with SEND (or attending alternative provision) enjoy their childhood, achieve good outcomes and are ***well prepared for adulthood and employment.***
- ❑ **build parents' trust:** parents and carers experience a fairer, easily navigable system (across education, health and care)
- ❑ **provide financial sustainability:** local leaders make the best use of record investment in the high-needs budget
- ❑ Identifying needs sooner and early intervention will, ***'reduce the need for EHCP's because the needs of more children and young people will be met without them, through ordinarily available provision' (SEND and AP Improvement Plan March 2023)***

Headline facts and figures - 2022/23

EHC plans

389,171

pupils in schools in England. Up by 9.5% from 2022

▶ [What is this?](#)

EHC plans (percent)

4.3

percent of pupils with an EHC plan. Up from 4.0% in 2022

▶ [What is this?](#)

SEN support/SEN without an EHC plan

1,183,384

pupils in schools in England. Up by 4.7% from 2022

▶ [What is this?](#)

SEN support/SEN without an EHC plan (percent)

13.0

percent of pupils with SEN support. Up from 12.6% in 2022

▶ [What is this?](#)

Over 1.5 million pupils in England have special educational needs (SEN)

An increase of 87,000 from 2022. Both the number of pupils with an education, health and care (EHC plan) and the number of pupils with SEN support have increased:

- The percentage of pupils with an EHC plan has increased to 4.3%, from 4.0% in 2022.
- The percentage of pupils with SEN but no EHC plan (SEN support) has increased to 13.0%, from 12.6% in 2022.

Both continue a trend of increases since 2016.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs



Why has there been an increase in SEND over the past decade?

- ❑ This may represent a 'catch-up' of the system following policy changes
- ❑ More special needs are recognised today than 20 years ago (PDA, ODD)
- ❑ More children are born and survive, whose mothers have used drugs and alcohol during pregnancy, to excess.
- ❑ More premature, and disabled babies survive, because of better care.
- ❑ Greater awareness of SEN amongst educators and society; or changes in assessment and diagnostic criteria.
- ❑ A reduction of Health Care Visitors to 2 year old assessments to identify potential SEND, more pressure on nurseries. Later identification.





The definition of SEN is when ***'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'*** (6.15 SEN Code of Practice 2015) – targeted work, interventions, support out of the classroom

Everything about SEND is student centred, ***'Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account'***. (SEN Code of Practice 2015)

'Achieve the best possible outcomes, preparing them effectively for adulthood.'
(SEN CoP 2015)



Quality First Teaching

- ❑ High expectations of all learners
- ❑ Clear routines and instructions
- ❑ Keywords and definitions given
- ❑ Dual Coding
- ❑ Targeted questioning
- ❑ Scaffolded work
- ❑ Constant assessment for learning
- ❑ Adaptive teaching

Guidance from the improvement document is to,
*'...place a greater emphasis on the important role mainstream settings play in **providing quality first teaching...**to meet the needs of the majority of pupils with SEND...'* (SEND and AP improvement plan)



SEN Register

- ❑ W Code – Watching – monitored through two rounds of the ‘Graduated Response’ (6 to 12 weeks). Investigation into needs, observations, screeners, information gathering, attendance, academic progress, behaviour etc
- ❑ K Code – SEN Support – receiving *‘provision different from and additional to...pupils of the same age’* (SEN Code of Practice) meaning support beyond the universal offer.
- ❑ E Code – Student has an EHCP



Universal	<ul style="list-style-type: none"> • Quality First Teaching • Neurodiverse Classrooms • Subject Specific Adapted Curriculum
Targeted	<ul style="list-style-type: none"> • Teaching and Learning Passport • Round Robin from staff • Observations • T&L Passport and review • Area of need screeners • Student & parent Voice • Bespoke interventions to address need
Personalised	<ul style="list-style-type: none"> • Area of need programme within school • Potential referral to outside agencies • Communication and Interaction/SEMH work with Lead Practitioners in school • Ongoing bespoke interventions • Life Skills programme



Guiseley School

There are four broad areas of SEND

Mrs Ratcliffe
Lead SENDCO

ASC, ADHD, Speech
Language and
Communication and
Needs

Social, Emotional and
Mental Health Needs

Communication and
Interaction

Cognition and
Learning

Sensory and/or
physical

Social, emotional
and mental health

Mrs Yusuf
SENDCO

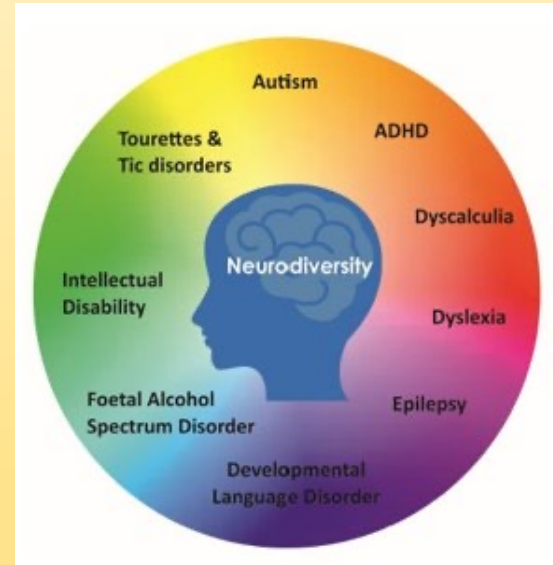
Dyslexia,
Dyscalculia,
Moderate and
Severe Learning
Difficulties

Physical
Impairment, Visual
and Hearing
Impairment.



Neurodiverse Classrooms

- ❑ Neurodiversity describes a concept that people view, experience and interact with the world in different ways.
- ❑ People who are neurodiverse often process information and learn in a different ways.
- ❑ Neurodiversity is an umbrella term that is used to describe a wide range of neurological differences.
- ❑ It is estimated that around 1 in 7 people in the UK have some kind of neuro-difference.



Neurodiverse Classrooms

TYPES OF ESSAY PROMPTS

The Instructional Coach Academy

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

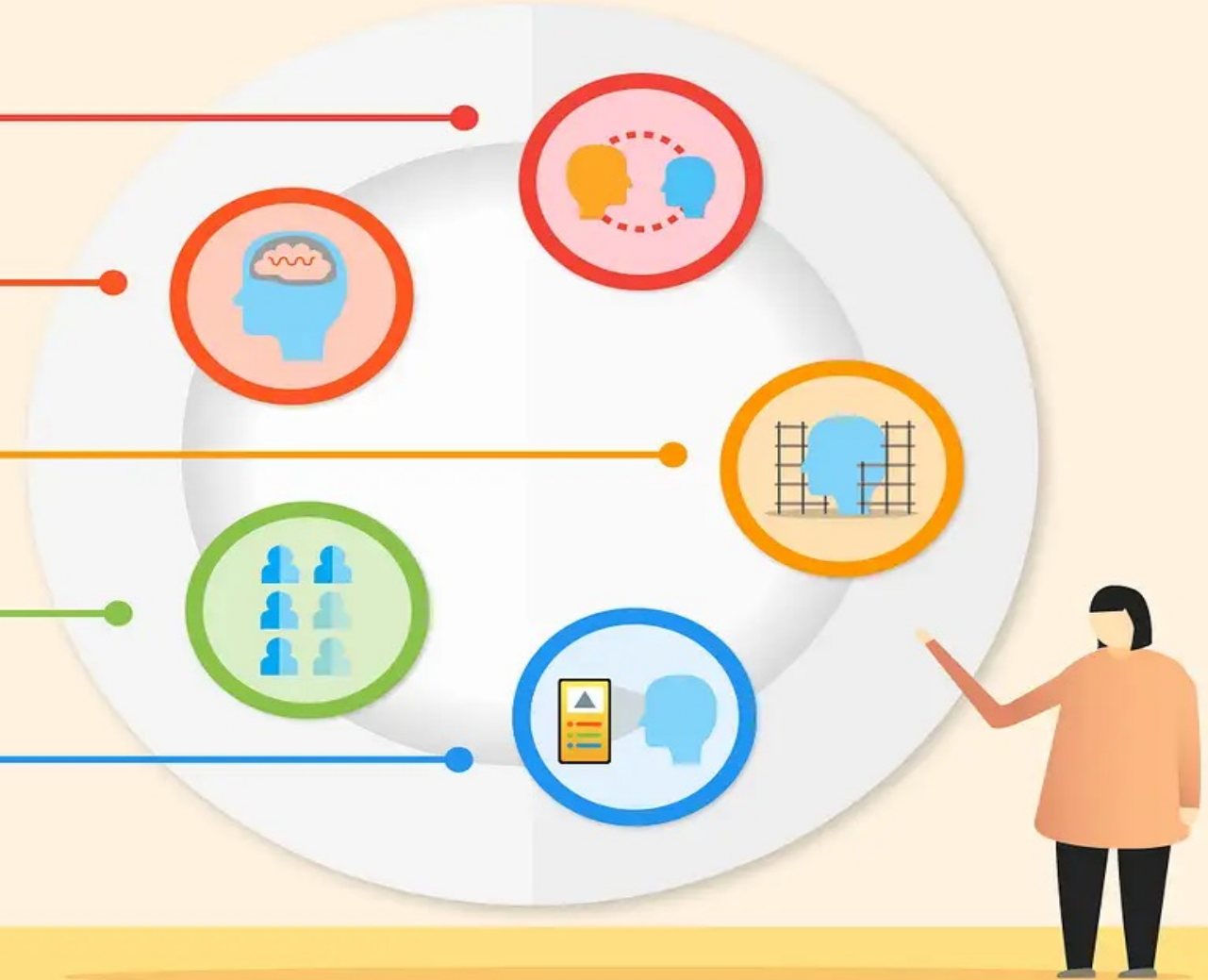
1 Explicit instruction

2 Cognitive and metacognitive strategies

3 Scaffolding

4 Flexible grouping

5 Using technology



School Referral

- Teacher observations/concerns regarding potential SEND need.
- Phone call to parents for consent
- SEND referral.

SEND referral process

Home Referral

- Parent concerns regarding a SEND need.
- Contact SEND team at SEND@guiseleyschool.org.uk
- A member of the SEND team will contact home for information gathering

SEND team will gather information:

- Round Robin from all staff
- Placed as 'W' on register to show investigation of need
- Observations regarding area of need
- Potential screeners and tests in relation to the area of need
- ***A member of the SEND team will contact parents within 6 to 12 weeks after the referral made to discuss findings after a Graduated Response.***

- SEN Team feedback information regarding findings.
- Discussion around potential next steps
- Signposted to outside agencies recommended by the LA

- Diagnosis obtained.
- Contact SEND team at SEND@guiseleyschool.org.uk
- SEND team will be in touch to discuss support in school.

Physical Impairment

- ❑ Physical Disability, Visual Impairment, Hearing Impairment
- ❑ Work with external agencies
- ❑ Increased use of assistive technology to support with independence and prepare for adulthood
- ❑ Think outside the box to establish innovative support solutions within a mainstream setting
- ❑ Inclusive approach
- ❑ Ongoing work with the student, parents, local authority and external agencies to implement bespoke provisions to meet the needs of our students



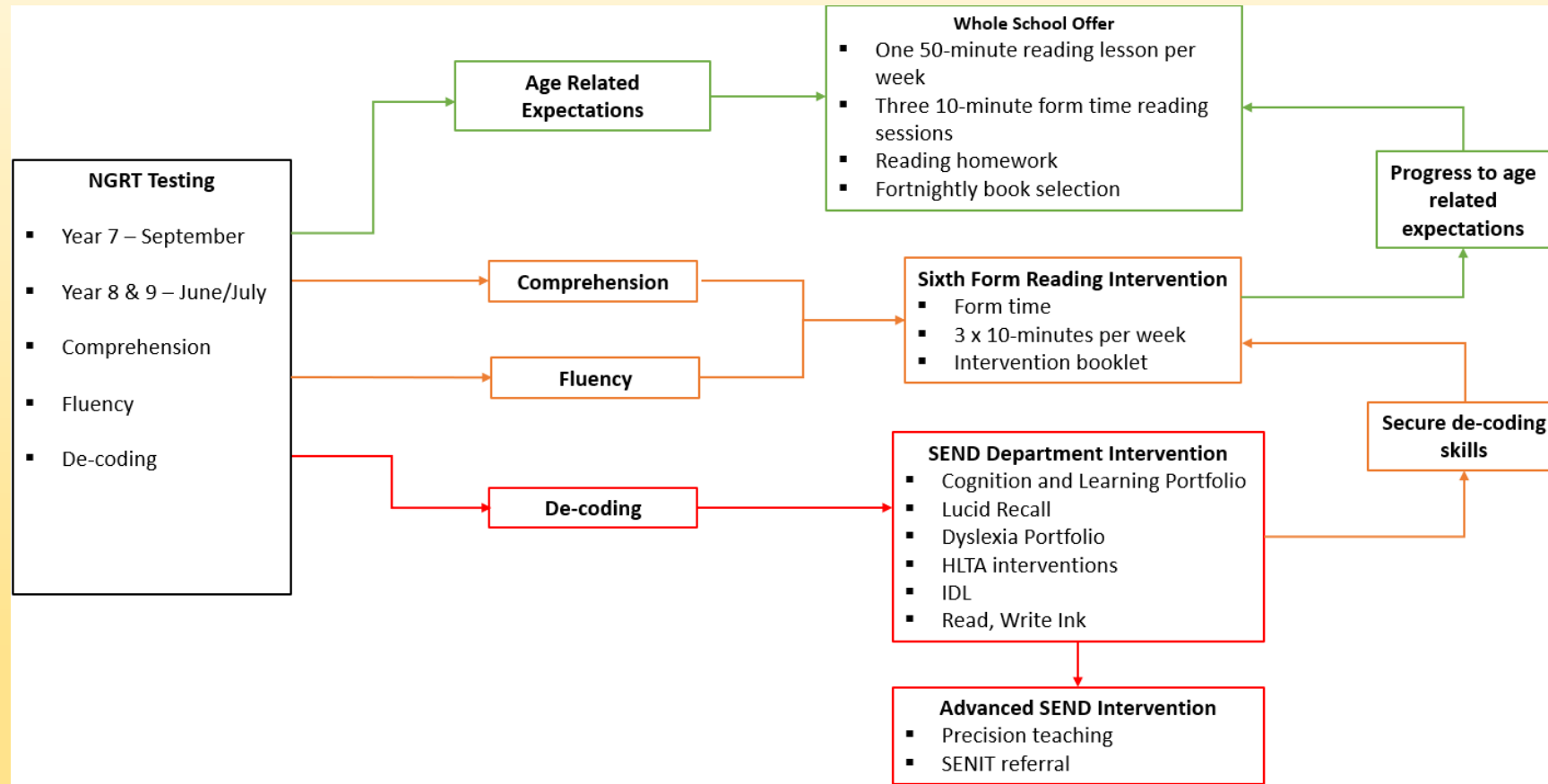
Cognition and Learning

- Quality First Teaching
- Subject Specific Adapted Curriculum
- Life Skills programme
- TA support
- Reduced class sizes
- Whole school reading programme – reading assessment
- SEND department interventions



Cognition and Learning

Reading Programme and Intervention



Cognition and Learning

SEND Department Interventions

- Cognition and Learning Portfolio
- Lucid Recall
- Dyslexia Portfolio
- HLTA interventions
- IDL
- Read, Write Ink
- Precision teaching
- SENIT referral



SEMH

- ❑ SEMH programme – topic related to behaviours that are presented
- ❑ Mentoring work around self-esteem, self-image and confidence building
- ❑ Mindfulness techniques and how to handle stress
- ❑ Reflective work around confrontation
- ❑ Emotional literacy work
- ❑ Counselling
- ❑ Well-being check-ins
- ❑ External Agencies



Communication and Interaction

- ❑ Bespoke interventions with Mrs Broughton – C&I specialist
- ❑ Interventions to support social interaction
- ❑ Identifying positive and negative relationships
- ❑ 'Future focus' work to identify potential career – Life skills
- ❑ Social stories
- ❑ Identifying strengths and weaknesses
- ❑ Check-ins/keyworker
- ❑ External



Top Three Takeaways

- ❑ ***Child or Young Persons (CYP) voice*** is at the centre of SEND.
- ❑ Research based provision to ensure students ***achieve good outcomes and are well prepared for adulthood and employment.***
- ❑ Follow government SEND guidance in ***providing quality first teaching...to meet the needs of the majority of pupils with SEND.***

