

## **SEND Review:**

Right support  
Right place  
Right time

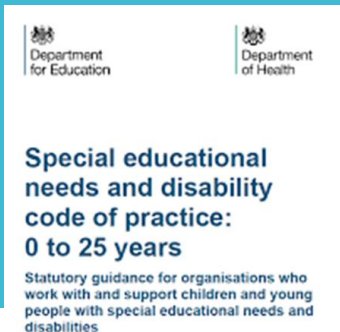


# SEND Parent Forum

November 2023



# Mrs Wilkins- Special Educational Needs Co- ordinator



## Role:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's SEN budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Collaboration  
is the key to  
successful SEN  
provision-  
thank you for  
being here!



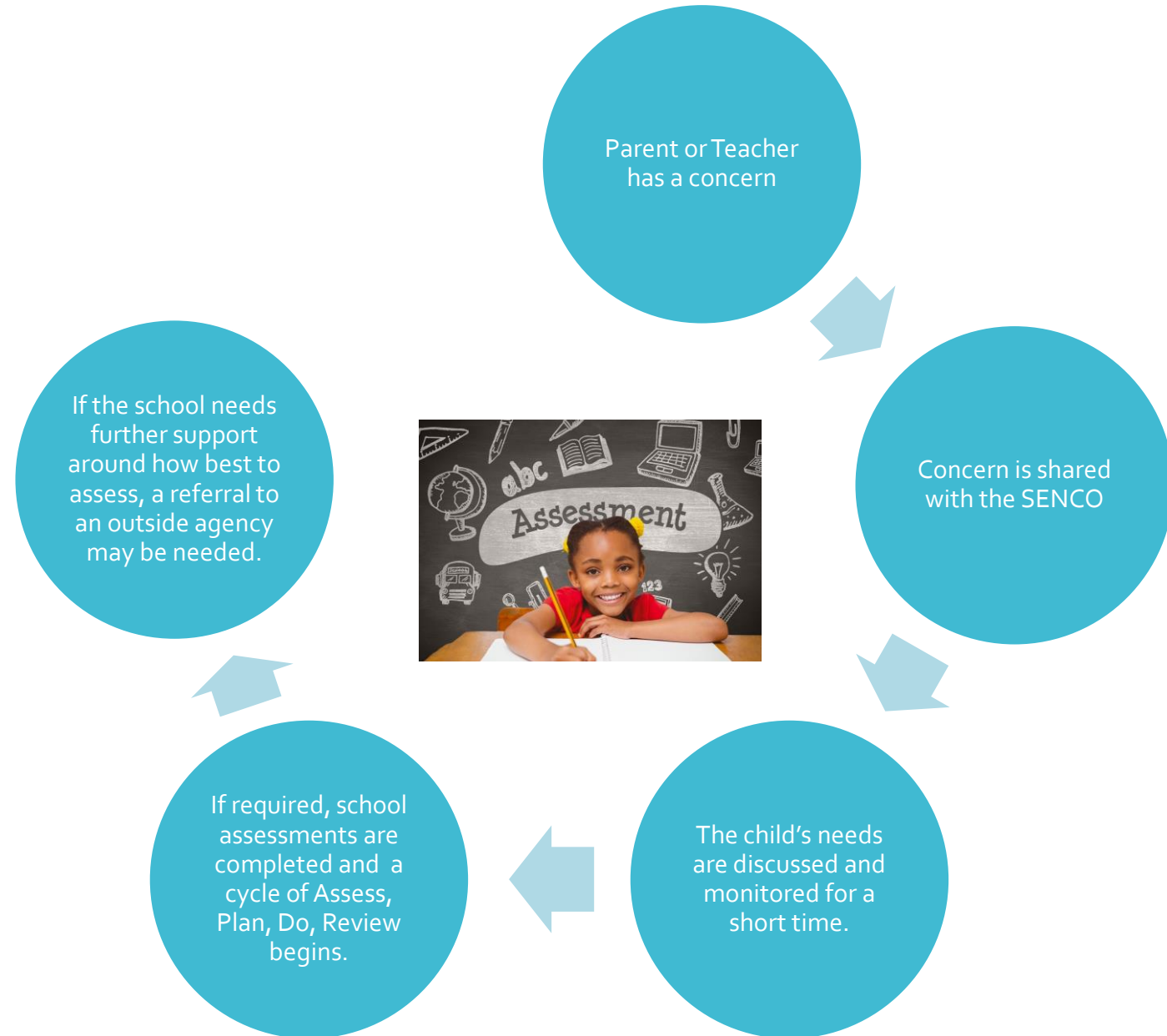
# What does it mean to have a Special Educational Need?

A child or young person has SEND if they have:

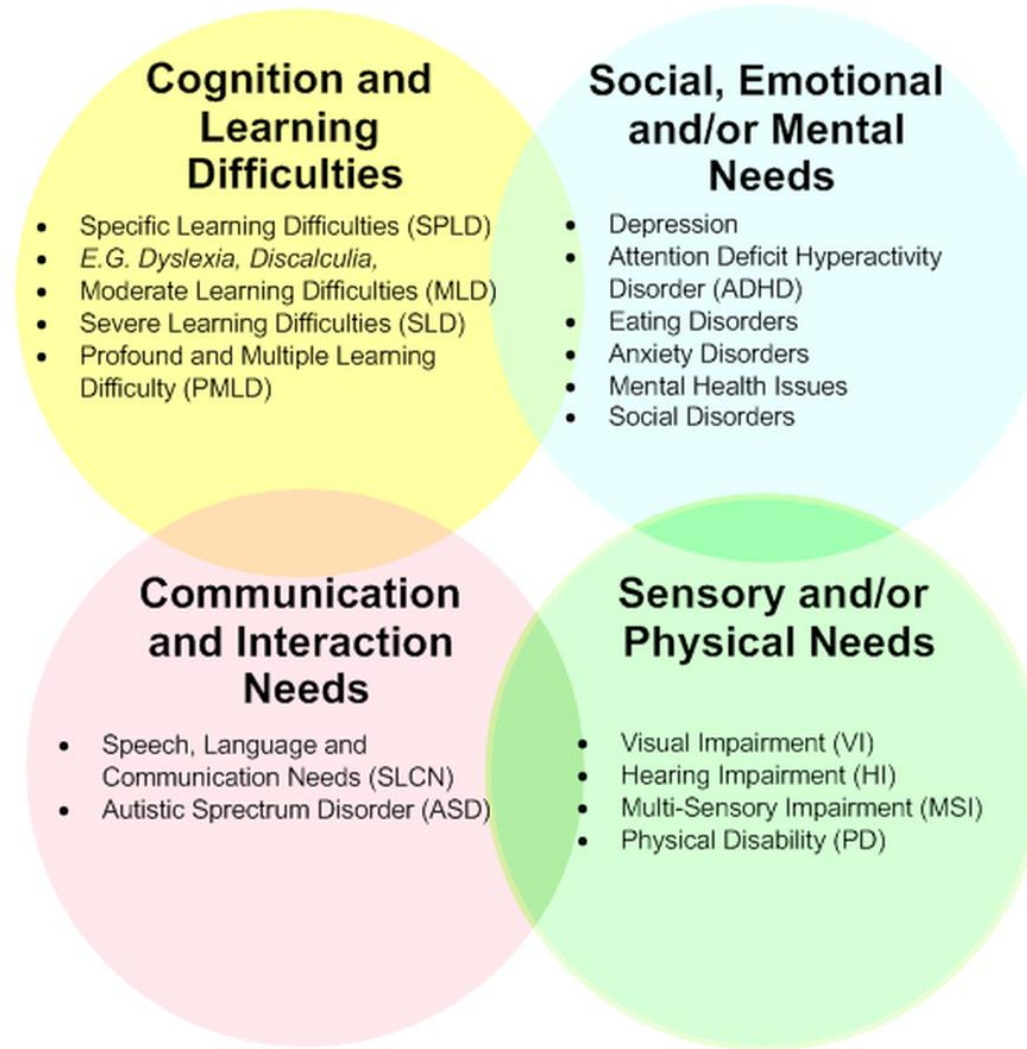
‘a learning difficulty or disability requiring **special educational provision**’



# How do we identify if a child has a special educational need?



# How do we categorise needs?





# What is Special Educational Provision?

## **SEP is support that is:**

“Additional to, or different from that made generally for others of the same age”

## **It can include:**

- Additional support from staff within lessons
- Different or additional equipment
- Adaptations to the main curriculum
- Interventions outside of the classroom
- involvement of specialist staff or support services

The **SEND Code of Practice** 2015 says schools and early years providers **must:**

“...use their best endeavours to make sure that a child with SEN gets the support they need – this means **doing everything they can** to meet children and young people’s SEN” (6.2)



# What is our St. Paul's Offer?

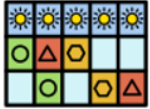
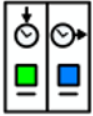


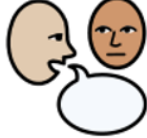
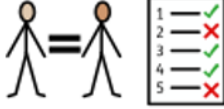








<b>1</b>	<b>Explicit instruction</b>	Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.	
<b>2</b>	<b>Cognitive and metacognitive strategies</b>	Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.	
<b>3</b>	<b>Scaffolding</b>	When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.	
<b>4</b>	<b>Flexible grouping</b>	Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.	
<b>5</b>	<b>Using technology</b>	Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.	

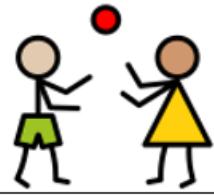













<b>1</b> Create a positive and supportive environment for all pupils, without exception  <ul style="list-style-type: none"> <li>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:             <ul style="list-style-type: none"> <li>promote positive relationships, active engagement, and wellbeing for all pupils;</li> <li>ensure all pupils can access the best possible teaching; and</li> <li>adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.</li> </ul> </li> </ul>	<b>2</b> Build an ongoing, holistic understanding of your pupils and their needs  <ul style="list-style-type: none"> <li>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</li> <li>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</li> <li>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</li> </ul>	<b>3</b> Ensure all pupils have access to high quality teaching  <ul style="list-style-type: none"> <li>To a great extent, good teaching for pupils with SEND is good teaching for all.</li> <li>Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.</li> <li>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.             <ul style="list-style-type: none"> <li>flexible grouping;</li> <li>cognitive and metacognitive strategies;</li> <li>explicit instruction;</li> <li>using technology to support pupils with SEND; and</li> <li>scaffolding.</li> </ul> </li> </ul>	<b>4</b> Complement high quality teaching with carefully selected small-group and one-to-one interventions  <ul style="list-style-type: none"> <li>Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</li> <li>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</li> <li>The intensity of intervention (from universal to targeted to specialist) should increase with need.</li> <li>Interventions should be carefully targeted through identification and assessment of need.</li> <li>Interventions should be applied using the principles of effective implementation described in the EEF's guidance report <a href="#">Putting Evidence to Work: A School's Guide to Implementation</a>.</li> </ul>	<b>5</b> Work effectively with teaching assistants  <ul style="list-style-type: none"> <li>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</li> <li>TAs should supplement, not replace, teaching from the classroom teacher.</li> <li>The EEF's guidance report <a href="#">Making Best Use of Teaching Assistants</a> provides detailed recommendations.</li> </ul>
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# What else is available?

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

Some of our staff have completed training in the following areas.

			
Thrive	ELSA	Child Development	Bucket time
			
Attachment	Phonics (SEND)	Phonics (Catch-up)	Team Teach
			
Precision Teaching	Nippy Numbers	Nurture support	Speech and Language
			
De escalation	SNIP		

My child has been identified as having an SEN need. What happens now?



# Assess, Plan, Do, Review



# IEP children

Most needs can be met in the classroom with some adaptations. Small group interventions may be appropriate for some.

## Wiltshire Ordinarily Available Provision for All Learners (OPAL) 2023

### Contents

- Introduction
- [How to use this document](#)
- [Section One: Trauma-informed Practice](#)
- [Section One: Useful links for SENCOs and useful links for parents](#)
- [Section One: Partnership with parents, carers and young people](#)
- [Section One: assessment, pastoral, the physical and sensory environment, teaching and learning strategies](#)
- [Section One: Resources, staff skills and training, transition and transfer](#)
- [Section Two: Communication and Interaction](#)
- [Section Two: Cognition and learning](#)
- [Section Two: Social, emotional and mental health difficulties](#)
- [Section Two: Sensory and/or physical needs](#)
- [Further Reading](#)

## 's Individual Education Plan



Personal Information	
Full name:	Year/Class:
DOB:	Home Language/s:
Child Looked After/SGO: Y/N Child in Need/Child Protection: Y/N Military Family: Y/N	Pupil premium: Y/N Other targeted funding:

SEND area/s of need:	
<input type="checkbox"/> Communication & Interaction <input type="checkbox"/> Cognition and learning	<input type="checkbox"/> Social, Emotional & Mental Health <input type="checkbox"/> Sensory and/or Physical

Summary of SEND: (including any formal diagnoses with name, organisation, and date)

Teaching and Learning Approaches: (How I learn best)

## Assess, Plan, Do and Review Cycle 1

Date started:

Review date:

Assess	
Needs (Barriers to learning)	Assessment data (attainment/levels of development)
Plan	
Outcomes for this term (These should be SMART: Specific, Measurable, Achievable, Relevant and Timebound with a review date)	
1. 2. 3.	
Do	
Provision delivered	
Specific Activity (What, when with whom, group size, how often)	
1. 2. 3.	
Review	
Exit data/progress made/date	Reflection and review
1. 2. 3.	1. 2. 3.

Feedback
Child or parent/carer feedback at review:   Professional views - including name, service, date and type of involvement (visit and report, remote individual consultation, surgery discussion)

# My Support Plan Children

Despite our best efforts, we are not quite meeting the needs of a young person through our OPAL or in house interventions.



Sleeping  
Diet  
Bladder and bowel



## Behaviour Support Service

More than just about the behaviour.



→ Specialist SEN Service (SSENS)



Occupational  
Therapy  
Physiotherapy  
Paediatrician  
Speech and  
Language Therapy





.....'s Support Plan

Child's Photo here

Child/young person's name:  
Preferred first name:  
School/setting name:

Personal Information	
Date of birth:	Gender:
Home address:	
Year:	Group/Class/Tutor/Sessions/Days:
Key person/adult support/ratio:	
Child Looked After/SGO: Y/N Child in Need/Child Protection: Y/N Military Family: Y/N	Pupil premium: Y/N Other targeted funding:
Home Language/s:	Ethnic Origin:

Parent/carer name(s):	Parent/carer name(s):
Address(es) (if different):	Address(es) (if different):
Phone number(s):	Phone number(s):
Email address(es):	Email address(es):
Other people who are important to me and why:	

Parent/Carer Voice
Please describe in a few words your child's key strengths and difficulties:
How these impact at home and school or setting:
What they like and what makes them happy:
Hopes for my/our child now and hopes on what they can achieve next:

SEND area/s of need:	
<input type="checkbox"/> Communication & Interaction	<input type="checkbox"/> Social, Emotional & Mental Health
<input type="checkbox"/> Cognition and learning	<input type="checkbox"/> Sensory and/or Physical

Summary of SEND: (including any formal diagnoses with name, organisation, and date)

Teaching and Learning Approaches
How I learn best:

Specialist/Modified Equipment
Tools, resources, equipment that supports me:

Communication and Language: How I communicate and how to communicate with me
Strengths:

Areas of difficulty:
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Personal, Social and Emotional Development: Social issues I may have, including mixing with others, social communication and understanding, sharing, humour, empathy, social boundaries
Strengths:

Areas of difficulty:
----------------------

Self-Care, Independence, Physical Skills, Medical Needs: Taking care of and doing things for myself, keeping safe
Strengths:

Areas of difficulty:
----------------------

Sensory Processing: Any issues linked to sounds / smells / tastes or touch that can affect my learning or behaviour
Strengths:

Assess, Plan, Do and Review Cycle 1

Date started:

Review date:

Assess	
Needs (Barriers to learning)	Assessment data (attainment/levels of development)
Plan	
Outcomes for this term (These should be SMART: Specific, Measurable, Achievable, Relevant and Timebound with a review date)	
1. 2. 3.	
Do	
Provision delivered Specific Activity (What, when with whom, group size, how often)	
1. 2. 3.	
Review	
Exit data/progress made/date	Reflection and review
1. 2. 3.	1. 2. 3.

Feedback
Child or parent/carer feedback at review:
Professional views - including name, service, date and type of involvement (visit and report, remote individual consultation, surgery discussion)

# EHCP children

## EHCP Process Flowchart

### 1-6 weeks

A parent or school makes a request for an EHC Needs Assessment to the LA.

This is a simple letter saying why you think your child has special educational needs and why his/her needs cannot be met at school without additional support.



The letter gives the right of appeal to Sendist, see the Sendist appeal process for more info

Within 6 weeks of making the request, you will receive a letter from your local authority with a decision about the request for an EHC Needs Assessment. If they feel that this is not necessary, the letter will explain why not.

### 6-12 weeks

Those who are contacted for information related to the EHC needs assessment, have 6 weeks to respond. This is a legal requirement regardless of waiting lists or a shortage of professionals to carry out the work.

As the information from the above is received, the LA should decide whether or not to issue an EHC Plan and reach this decision by week 12. By week 12, the Local Authority should decide if it will be able to start drafting the EHCP. This draft will be sent to the parents and all those who contributed advice and information to the EHC Needs Assessment.

### 13-16 weeks

If by week 12, the LA has decided to issue an EHC Plan then it must issue the draft version by week 14, sending a copy to parents and all those who contributed to the EHC Needs Assessment. The draft EHCP should be sent along with all of the information and advice received during the EHC Needs Assessment process.

Once the draft EHCP has been issued, the parents have 15 days in which to respond to the draft with their comments and changes, to name the type of school (mainstream or special) and/or the specific school they want named in the EHCP and to request a meeting with the LA if they would like to discuss the EHCP.

Once the LA has received the parent's decision about school placement then they must consult with the school specified by the parents and the school must respond with its decision within 15 days. All responses from schools will be shared with the parents.

If by week 12 the LA decision was to not issue an EHCP then it must notify the parents of this decision and of their right of appeal; this must be done by week 16.



### 17-20 weeks

Between week 17 and week 20 the LA should issue the final EHCP. A copy should be sent to the parents and to the school named in the EHCP, where the child or young person will be attending.



The final EHCP will explain parental rights & the right to appeal to a tribunal

The 20-week deadline is a legal deadline and any extension beyond the 20 weeks is limited to specific exceptions.

### What's next?

Assuming you've received your EHCP without a hitch, you can expect it to be reviewed yearly. For children under 5, the reviews are every six months. The annual review gives the parents, the child, the Local Authority, and the educational facility an opportunity to reflect on the last year and suggest changes.

Presented by:





## 's Individual Education Plan



Personal Information	
Full name:	Year/Class:
DOB:	Home Language/s:
Child Looked After/SGO: Y/N Child in Need/Child Protection: Y/N Military Family: Y/N	Pupil premium: Y/N Other targeted funding:

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Teaching and Learning Approaches: (How I learn best)

## Assess, Plan, Do and Review Cycle 1

Date started:

Review date:

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Needs (Barriers to learning)	Assessment data (attainment/levels of development)
Plan	
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1. 2. 3.	
Do	
Provision delivered	
Specific Activity (What, when with whom, group size, how often)	
1. 2. 3.	
Review	
Exit data/progress made/date	Reflection and review
1. 2. 3.	1. 2. 3.

Feedback
Child or parent/carer feedback at review:
Professional views - including name, service, date and type of involvement (visit and report, remote individual consultation, surgery discussion)

In Wiltshire Children with SEN may have their needs met in one of three educational settings:

- Mainstream schools
- Resource bases or Enhanced learning Provision (ELP) which are part of mainstream school
- Special school

L1- £2104

U1- £4230

L2- £5,792

U2- £7679

There is one banding system for all children/young people with SEN using 7 banding points.

1. Band zero
2. Lower band one
3. Upper band one
4. Lower band two
5. Upper band two
6. Band three
7. Band four

3- £11, 255

4- £16, 428

The table below shows how bandings relate to School/Academy settings.

School	Banding						
	0	Lower 1	Upper 1	Lower 2	Upper 2	3	4
Mainstream School	✓	✓	✓	✓	✓		
Resource Bases		✓	✓	✓	✓	✓	
ELP		✓	✓	✓			
Special School		✓	✓	✓	✓	✓	✓
Independent Special School							✓

This document is particularly focused on children whose needs are met in **mainstream schools**. There are three possible bandings:

# St. Paul's SEND register- 36 pupils (24%)

SEN /SEN Support

National : 13%

Wiltshire: 14.7% ( range of 3.75% to  
37.18%)

St. Paul's- 21.9%

EHCPs

National: 2.5%

Wiltshire: 3.4%

St. Paul's: 2% (currently)



Great oaks from little  
acorns grow

# What is the SEN climate like outside of our school?

The image is a screenshot of a website for the DBV (Department for Business, Value and Innovation) SEND programme. The header includes the DBV logo and navigation links: Home, About, Participants, Newsletters, Contact, and an Access portal button. The main heading is "Introduction to Phase One of the DBV in SEND programme". Below this, a paragraph states that the Department for Education (DfE), in collaboration with Newton Europe and the Chartered Institute of Public Finance and Accountancy (CIPFA), is working to deliver Phase One of the programme over a two-year period. Another paragraph notes that the programme is currently in 'Phase One' and that the information shared through the website pertains to Phase One only. There are two buttons: "Learn more" and "Participating local authorities". At the bottom left, there is an illustration of three diverse children. On the right side, a box titled "The programme comprises two phases:" contains details about "Phase One (Diagnostic)". It states that 55 local areas are participating, each receiving dedicated technical support and funding. It also mentions that once local areas have developed their improvement plan, they will move into Phase Two. Below this, it lists additional goals for Phase One: collating good practice for children and young people with SEND, and aggregating data and evidence across all local areas to understand consistent themes and challenges for future policy.

**DBV**  
Department for Business, Value and Innovation

Home About Participants Newsletters Contact [Access portal](#)

## Introduction to Phase One of the DBV in SEND programme

The Department for Education (DfE), in collaboration with Newton Europe and the Chartered Institute of Public Finance and Accountancy (CIPFA), is working to deliver Phase One of the programme over a two-year period.

The Programme is currently in 'Phase One' and the information shared through this website pertains to Phase One only.

[Learn more](#) [Participating local authorities](#)

**The programme comprises two phases:**

**Phase One (Diagnostic)**

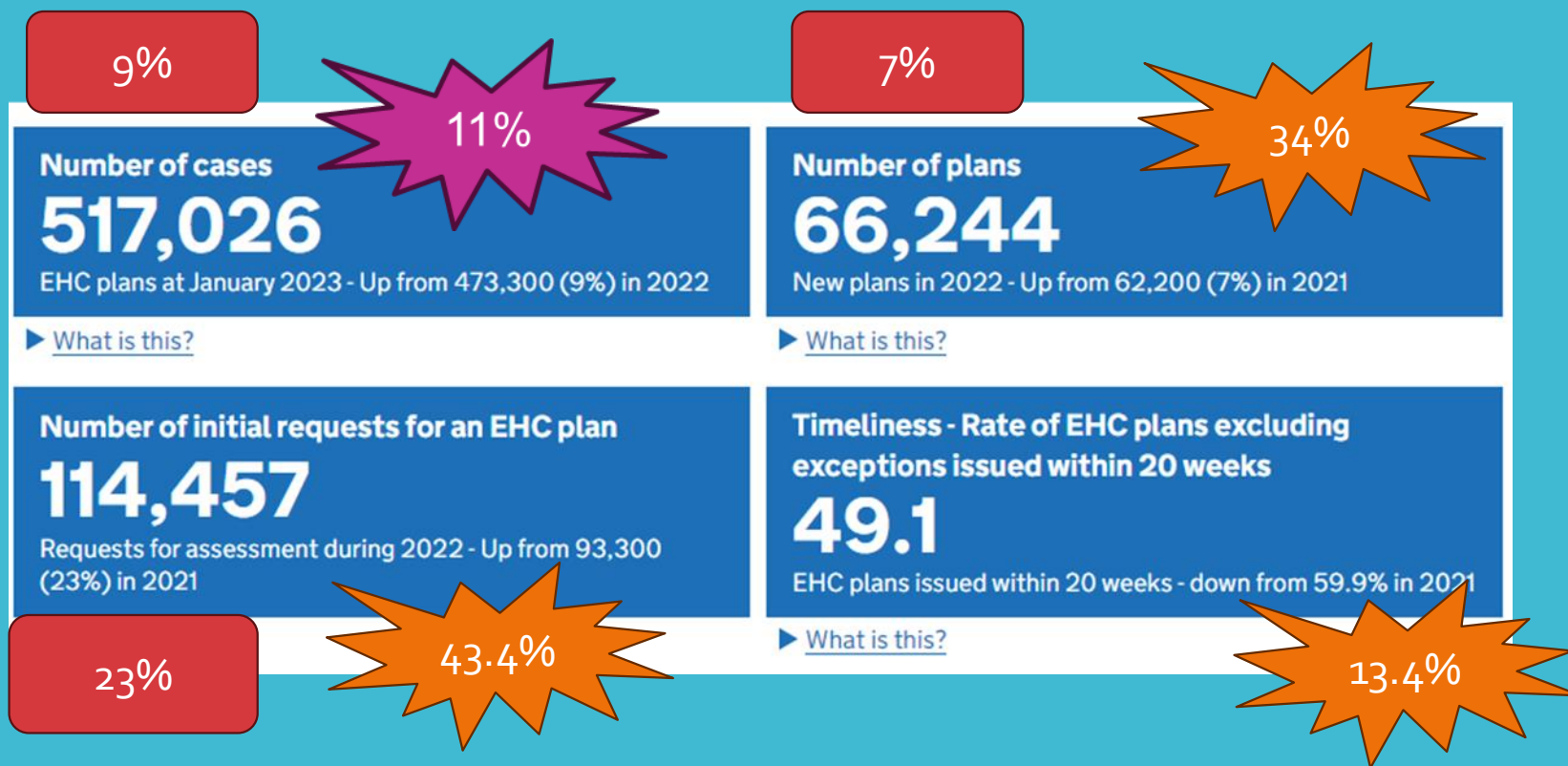
55 local areas which have opted to participate in the initiative are being supported to identify the highest impact changes that can be made to improve outcomes for children and young people with SEND, and to optimise the use of finances. In Phase One, each local authority receives dedicated technical support and funding to help identify opportunities for improvement with their partners. They will then create a plan to deliver the improvements across their local system.

Once local areas have developed their improvement plan, they will move into Phase Two.

**In addition to the above, Phase One of the programme will:**

- Collate good practice in delivering services for children and young people with SEND. It is envisaged that all local areas nationally will be able to access these learnings.
- Aggregate data and evidence across all local areas in the programme to understand consistent themes and challenges and inform future policy.





SEN: The  
National and  
Wiltshire Picture



## SEN Parent Coffee Morning

Thursday 7<sup>th</sup>  
December 2023

8.40- 9.15am

The Wiltshire Local Authority Local Offer can be found at:

<https://localoffer.wiltshire.gov.uk/>

Wiltshire Parent Carer Council	<a href="http://www.wiltshireparentcarercouncil.co.uk">www.wiltshireparentcarercouncil.co.uk</a>
Wiltshire SENDIASS	<a href="http://www.family-action.org.uk/wiltshire-sendiaass">www.family-action.org.uk/wiltshire-sendiaass</a>
Carer Support Wiltshire	<a href="http://www.carersupportwiltshire.co.uk">www.carersupportwiltshire.co.uk</a>
British Dyslexia Association	<a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a>
ADHD Foundation	<a href="http://www.adhdfoundation.org.uk">www.adhdfoundation.org.uk</a>
Wiltshire Autism Hub	<a href="http://www.wsun.co.uk/wiltshire-autism-hub">www.wsun.co.uk/wiltshire-autism-hub</a>
National Autistic Society	<a href="http://www.autism.org.uk">www.autism.org.uk</a>



## Welcome to Holland

by Emily Perl Kingsley

When you're going to have a baby, it's like planning a fabulous vacation trip - to Italy. You buy a bunch of guide books and make your wonderful plans. The Coliseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says, "Welcome to Holland."

"Holland?!" you say. "What do you mean Holland?? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy."

But there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around.... and you begin to notice that Holland has windmills.... and Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy... And for the rest of your life, you will say "Yes, that's where I was supposed to go. That's what I had planned."

But... if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things... about Holland.

# Questions

