



SEN

Graduated approach
(And other information!)



What teachers need to know



- **SEN Code of Practice 2015**
- Whole document - 292 pages
- Chapter 6 is for schools - 19 pages long
- Previous chapter is about EYFS (same)

- Local Offer
- School offer - Information Report



Early Intervention

- Every teacher is a teacher of SEND.
- Class teacher's duty to highlight a child.
- Inform SENCo of any issues / difficulties.
- Work together to decide way forward.
- Inform parents.
- SEN register.

Identifying

- Slow progress and low attainment may not mean SEN.
- Attaining at Expected Standard - may still be SEN.
- Social / Emotional difficulties
- Speech and Language difficulties
- English as an Additional Language (decide whether just language, therefore not SEN).

Areas of Need

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and / or Sensory

Categories of SEN

- MLD **Moderate Learning Difficulties**
- SLD **Severe Learning Difficulties**
- PMLD **Profound / Multiple Learning difficulties**
- SpLD **Specific Learning Difficulties** (Dyslexia, Dyscalculia, Dyspraxia)
- SLCN **Speech, Language and Communication Needs**
- ASD **Autistic Spectrum Disorder** (Aspergers, OCD)
- PD **Physical Disability**
- VI **Visual Impairment**
- HI **Hearing Impairment**
- MSI **Multisensory Impairment**

What is SEN?

- 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.

(making slow progress even after intervention)

(specific difficulties, social needs, emotional needs, physical difficulties)

Schools must:

- Provide a broad and balanced curriculum – high expectations
- Make Reasonable adjustments
- Remove barriers
- Anticipate what children will need
- Support children with medical needs (Healthcare plans)
- Publish its arrangements

Assess

- Analysis of the pupil's needs
- Teacher assessment
- Development compared to peers
- Views and concerns of parents
- Support and intervention matched to need
- Involve external agencies and professionals

Plan

- Inform parents (Share SEN plan, IASS)
- SEN support Plan (not statutory)
- All staff aware
- Recorded on school system (SIMS, Census)
- Support and Intervention matched to need

Do

- Class teacher responsible for day to day
- Interventions / one to one
- Report back / monitor
- Assess impact of support
- SENCo support in future planning

Review

- Reviewed on an agreed date (Provision map, SEN plans)
- Impact of support evaluated
- EHCP Review - annually

Information Report

- School offer
- Has to be on website
- DfE look at it.
- Reviewed every year

External agencies

Educational
Psychologist

Outreach (Penn
Hall, Penn Fields,
Westcroft,
Tettenhall Wood)

Specialist teacher
(Learning Support
teacher)

Pupil Referral
Units (Valley Park)

Special Needs
Early Years (SNEYS)

External Agencies - Medical

Speech and
Language

Occupational
Therapy

Physiotherapy

Paediatrics

Sensory
Inclusion
Team

School nurses

External Agencies - Social / Emotional

