

## SEN Support

This section of the SEND Handbook is designed to provide guidelines to educational schools/settings on the graduated approach to Special Educational Needs and Disability and in particular the assess-plan-do-review process as outlined in the SEND Code of Practice.

These guidelines aim to:

- promote partnership working between the local authority and educational settings in identifying and meeting children/young people's special educational needs and disabilities;
- describe the provision that mainstream educational settings are expected to make at SEN Support for different areas of need;
- provide a basis for consistency and equity in terms of both provision and decision making across schools;
- provide a basis of consistency and equity in decision making for the funding of special educational needs by ensuring that a robust assess-plan-do-review process has been followed;
- develop a more robust system of identifying children/young people with special educational needs which is clearly linked to progress and outcomes;
- provide links to resources and on-line training that staff working with children with various needs can access to further develop their knowledge and skills;

This SEN Support section of the SEND handbook is process led, and it is assumed that it will be adopted with reference to the SEN Code of Practice. This documentation emphasises the need for an ongoing cyclical process involving children and young people and their parents. The guidelines and expectations outlined in this section build on the Quality First Teaching expectations in the previous section and are based on:

- Assessment
- Reflective and planned action
- Review and adaptation
- This SEN Support guidance sets out expectations in each of the following areas of need:
  - Cognition and Learning
  - Speech and Language and Communication Needs
  - Social Communication Needs/Autistic Spectrum Disorder
  - Social, Emotional and Mental Health Difficulties
  - Visual Impairment
  - Hearing Impairment
  - Physical Difficulties

There are 2 'waves' of the assess-plan-do-review process in some areas. Where this is the case it is expected that wave 2 will build on quality first teaching and wave 3 will build on wave 2, becoming increasingly specific and detailed. As such where a setting are working at wave 3 of the cognition and learning assess-plan-do-review process it is assumed that the quality first teaching and wave 2 approaches will continue to be in place, with wave 3 approaches building on these foundations.

\*Throughout this document the term 'teacher' can mean teacher or key worker.

# Physical Difficulties

Assess

- Ensure any reasonable adjustments required are in place.
- Completion of detailed and targeted observations to identify specific areas of need and gaps in functional skills/ability, to determine if these are isolated missing skills or a pattern of wider underdevelopment.
- Assessment of level of skill against expected attainment for developmental ability (and is this in line with their cognition and learning).
- Detailed and targeted observations in a range of situations and 1-1 activities.
- Liaison with any specialist services involved e.g. Ladywood Outreach, Physiotherapy, Occupational Therapy, specialist nurses etc.
- Meeting and discussions involving child/young person, parents, SENCo, key staff.
- Consider competency of staff to support level of physical ability, e.g. is there a moving and handling requirement?
- Consider strategies already implemented, including adaptations to curriculum, response to additional support/resources and the progress made.
- Record the above on an EHA.

- Identification of outcomes linked to relevant PD specific skills e.g., use of equipment, independence, mobility, self help, participation etc.
- Plan to ensure that the school environment, daily routine and curriculum is accessible to the child with appropriate adaptations and alterations and/or additional support.
- Close working with Physiotherapy/Occupational Therapy to plan next steps.
- Plan systems to involve, inform and support staff, child, YP and family.
- Identify how any barriers to learning and participation will be minimised or removed.
- Consider completion of a risk assessment if there are any implications for safety or access to the school environment.
- Arrange for any staff training needed, e.g. moving and handling.
- Plan to personalise and adapt timetables to enable Physiotherapy/Occupational Therapy programmes to be carried out.
- Use of EHA Action Plan and referral to appropriate services.

Plan

## SEN Support (provided via schools own resources)

Review

- Review the impact of specific interventions/adaptations.
- Plan next steps with the child/young person, parents and specialists.
- Identify any ongoing, or new and emerging, needs including those relating to learning and emotional well being etc.
- Review any changes to the child's level of physical ability
- Review the effectiveness of any staff training undertaken and any further support needed.
- If progress continues to be limited and skills/abilities/physical development is significantly below level of cognition and learning, consider referral to external specialist services e.g. Ladywood Outreach, Physiotherapy, Occupational Therapy etc. if not already involved.
- Review and update any risk assessments.
- Update EHA.
- Continue at SEN Support with new outcomes/adapted strategies, move off SEN Support/make a request for an EHCP Needs Assessment.

- Use of specific strategies, resources and equipment as advised by any specialist service.
- Implementation of identified actions, including any adaptations, alterations and support.
- Ensure the consistent implementation of any personalised timetables.
- Use of low level aids, equipment and adaptations, and access to appropriate sized furniture (e.g. desks and chairs).
- Use appropriate access devices (such as IT equipment) and software.
- Request regular feedback from the child/young person to ensure ongoing accessibility of learning resources and the school site.
- Regular liaison between class teacher, SENCO and parent.
- Implement the recommendations from any risk assessments carried out.
- Access to appropriate training for staff working with the child/young person e.g. (moving and handling).

Do

## Physical Difficulties/Medical Needs Resources, Links and On-Line Training

- DfE guidance for supporting children with medical needs

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

- Guidelines to promote the inclusion of children with additional physical needs in mainstream settings

<https://www.southglos.gov.uk/Documents/CYP050153.pdf>

- Useful information and resources

<https://www.shinecharity.org.uk/for-professionals/faqs-about-physical-disability-and-educational-settings>

- On-line awareness raising training resource

[https://pdnet.org.uk/online-learning/raising-awareness-of-physical-disability/?fbclid=IwAR1PYzXRxnI5StJIGU0dxh88u6psOg-trE5yLyl\\_8o\\_kF5-jT8bL5wp6Tw0](https://pdnet.org.uk/online-learning/raising-awareness-of-physical-disability/?fbclid=IwAR1PYzXRxnI5StJIGU0dxh88u6psOg-trE5yLyl_8o_kF5-jT8bL5wp6Tw0)