

## 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.

**(Extract from SEND Handbook, February 2024)**

# Cognition & Learning Wave 2

Assess

- Ensure QFT is in place.
- Analysis of test and attainment data e.g. CATS, Reading Assessments, Spelling Assessments, internal test and TA data, WELLCOMM, ASQ etc.
- Detailed and targeted observation to illicit the strategies and techniques the individual uses.
- Complete moderation of work (written and other methods of recording) and identify gaps in learning.
- Assess staff knowledge and skills to help plan and deliver specific interventions for targeted pupils and identify training needs
- Meeting and discussions involving child/young person, parents, SENCo and key staff.
- Complete pupil voice with child discussing strategies used where appropriate and ideas of 'what would help me'.

- Ensure that the curriculum is accessible to the child, and assessment, including feedback, is appropriately pitched, for the individual. Identify clear smart outcomes.
- Plan to improve working memory and vocabulary building.
- Plan an intervention for specific gaps in learning – 1 term minimum.
- Consider training implications for school team, class staff or key adult.
- Consider how information is presented to child/ren e.g VAK.
- Plan to provide personal learning checklists e.g. word mats, manipulatives (concrete resources), success criteria, visual aids.
- Consider how independence can be built or maintained in tasks through short bursts, over-learning, chunked activities, pre-teaching and booster sessions.
- Consider groupings in classroom environment and other subjects areas.
- Use of EHA Action Plan (if needed).

Plan

## SEN Support (provided via schools own resources)

Review

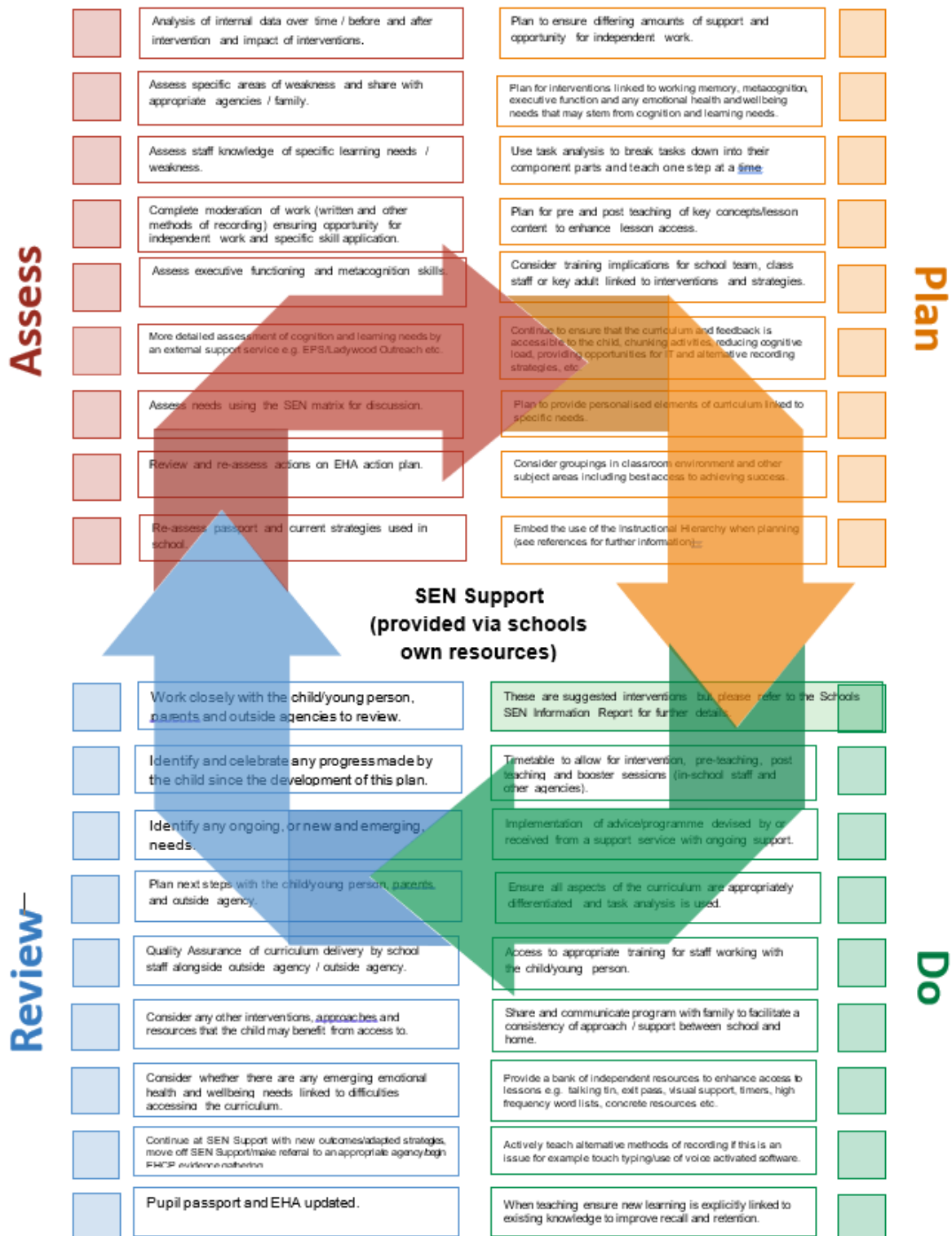
- Work closely with the child/young person, parents and outside agencies to review interventions / advice / progress.
- Identify and celebrate any progress made by the child since the development of this plan
- Identify any ongoing, or new and emerging, needs
- Plan next steps with the child/young person and parents
- Quality Assurance of curriculum delivery by SENCo or other appropriate member of staff
- Review teaching approaches for all lessons across subjects.
- Decide whether to continue at SEN Support with new outcomes/adapted strategies, move off SEN Support/make a referral to an appropriate agency
- Pupil passport and EHA reviewed
- Review any transition plans and be clear about what 'works' for the child/young person and who this information needs to be shared with.

- These are suggested interventions but please refer to the Schools SEN Information Report for further details.
- Use of specific programmes/resources e.g. Toe by Toe, mind mats, sematic links
- Access to appropriate training for staff working with the child/young person
- Implementation of advice/programme devised by or received from a support service
- Develop a pupil passport with strengths and needs so all staff are aware of support that needs to be in place
- Ensure appropriate resources are at hand, are understood by the child/young person and are used.
- Ensure duplication of key resources to support with home learning.
- Allow for more processing time (between 6 or 15 seconds)
- Use reduced language e.g. "Daniel it's sitting" and model correct use of language

Do

(Extract from SEND Handbook, February 2024)

## Cognition & Learning Wave 3



## Cognition and Learning

Relevant resources and links and on-line training

Downloadable SEN resources from [www.senteacher.org](http://www.senteacher.org)

Strategies/programmes/resources to help close the attainment gap between children:

Teaching & Learning Toolkit

Instructional Hierarchy information: <https://www.interventioncentral.org/academic-interventions/general-academic/instructional-hierarchy-linking-stages-learning-effective-in>

Literacy interventions:

<http://www.interventionsforliteracy.org.uk/home/interventions/>

<http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf>

Free On-line CPD for school staff

Dyslexia, QFT, Maths and Anxiety	<a href="http://vle.pupilschoolsupport.org/login/index.php">http://vle.pupilschoolsupport.org/login/index.php</a>
Dyslexia	<a href="http://addressingdyslexia.org/free-online-learning-modules">http://addressingdyslexia.org/free-online-learning-modules</a> <a href="https://www.helenarkell.org.uk/courses/free-training-for-teachers.php">https://www.helenarkell.org.uk/courses/free-training-for-teachers.php</a>
Reading and Writing	<a href="https://www.open.edu/openlearn/education-development/education/involving-the-family-supporting-pupils-literacy-learning/content-section-0?active-tab=description-tab">https://www.open.edu/openlearn/education-development/education/involving-the-family-supporting-pupils-literacy-learning/content-section-0?active-tab=description-tab</a>
MLD	<a href="http://www.advanced-training.org.uk/">http://www.advanced-training.org.uk/</a>
SpLD	<a href="http://www.advanced-training.org.uk/">http://www.advanced-training.org.uk/</a>