



# **Response to the SEN reforms 2014-2015**

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Kemsley Primary Academy  
Information for Parents

An overview of the 2014 changes and how we are responding

2014 SEN Changes	Our steps already	Future steps
<p><b>Responsibility for SEN –</b> The Teachers’ Standards 2012 make it clear that it is every teacher’s responsibility to “adapt teaching to respond to the strengths and needs of all pupils”, a point reinforced by the new SEND Code of Practice.</p>	<p>All staff at Kemsley Primary Academy will receive training on the new guidance, including details regarding the Kent Mainstream Minimum Standards and specific advice on supporting pupils with disabilities or learning difficulties.</p> <p>Additional CPD is available to all staff throughout the year regarding specific SEN areas. Staff who feel that they would benefit from additional advice can opt into this training.</p> <p>Where teachers or support staff feel they have an individual training need this can be discussed at their annual appraisal as part of their own professional development.</p> <p>Kemsley Primary Academy has clear systems for requesting advice and support from the SENCO regarding particular pupils.</p>	<p>Current systems to be continued.</p>
<p><b>Assessment -</b> The Code suggests a range of sources of information that teachers can draw on to establish a clear analysis of a pupil’s need:</p> <ul style="list-style-type: none"> <li>• Teachers’ assessment and experience of the pupil.</li> <li>• Pupil progress, attainment and behaviour.</li> <li>• The individual’s development in comparison with their peers.</li> <li>• The views and experience of parents.</li> <li>• The pupil’s own views.</li> <li>• Advice from external support services.</li> </ul> <p>However, it may well be necessary to explore further the precise gaps in the pupil’s learning and development and to clarify what the barriers to learning may be. It is good practice</p>	<p>Termly Pupil Progress meetings are already in place and the SENCO attends and receives copies of all minutes. The outcomes of these meetings feed into the termly SEN register review.</p> <p>At these meetings, attainment, behaviour, progress and teachers experiences are discussed and pupils are assessed individually as well as in comparison to their peers.</p> <p>A range of assessment tools are used to ensure that a rounded view of progress and attainment is gathered. There are also several specific assessment programmes (such as B squared and Red Hall) for pupils whose progress and attainment requires additional clarification.</p>	<p>Kemsley Primary Academy is to introduce SEN Passports for pupils on the SEN register. These will provide a clear opportunity for the Parent and Pupil voice to be shared.</p> <p>SEN appointments will be available at parent’s evenings throughout the year to ensure that at each report and assessment period there are opportunities for parents to express their views and experiences.</p> <p>Both schools use of Strengths and Difficulties questionnaires (SDQ) will be further developed to include parents and pupils views when appropriate.</p>

<p>to look afresh at the range of individualised assessment ‘tools’ and approaches the school itself can access to support this closer identification of need, such as:</p> <ul style="list-style-type: none"> <li>• Standardised tests.</li> <li>• Criterion-referenced assessments and checklists.</li> <li>• Profiling tools, for example for behaviour and speech, language and communication needs.</li> <li>• Observation schedules and prompt sheets.</li> <li>• Questionnaires for parents.</li> <li>• Questionnaires for pupils.</li> <li>• Screening assessments, for example for dyslexia.</li> </ul>	<p>All reports and advice from external services are shared with all staff involved with each pupil.</p> <p>The school can currently provide screening for:</p> <ul style="list-style-type: none"> <li>• Language difficulties</li> <li>• Speech difficulties</li> <li>• Vocabulary development</li> <li>• Working memory</li> <li>• Dyslexia /dyspraxia</li> <li>• Irlen’s</li> <li>• Strengths and Difficulties (Social, Emotional, behavioural)</li> </ul>	
<p><b>First step: inclusive quality-first Teaching -</b> Once the need for SEN Support has been identified, the Code is quite clear that the first step in responding to a pupil’s identified need is to ensure that high-quality teaching, differentiated for individual pupils, is in place.</p>	<p>A clear quality assurance system is already in place within the school and the monitoring of teaching and learning will continue to be used to ensure that high-quality teaching, differentiated for each pupil is in place.</p>	
<p><b>Making all staff aware of a pupil’s Needs -</b> The Code says that ‘all teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required’.</p>	<p>Specific pupil guidance and details of the class SEN register are provided to all teachers.</p> <p>Clear advice on all common SEN concerns is available through the SEN information booklet.</p> <p>All specialist reports are provided to all staff involved with each pupil.</p> <p>There are clear systems for requesting advice and support from the SENCO regarding particular pupils.</p>	<p>SEN passports will ensure that the pupil and parent voice is part of the process of informing teachers and support staff of particular needs.</p>

<p><b>Targeted special educational Provision -</b></p> <p>Once the specific areas of need and gaps in learning and development have been identified, additional or different provision targeted at these key areas can be planned. The Code says this planning process should take place in consultation with the parents and the pupil and should be 'accurately recorded'.</p> <p>Class and subject teachers retain responsibility for the pupil, even when the pupil is undertaking targeted provision away from them, and therefore should be firmly at the centre of the process of planning this provision with the SENCO and any specialist staff involved with the pupil.</p> <p>Parents and pupils must also be involved.</p> <p><b>Target setting – linked to targeted provision</b></p> <p>One of the key themes coming through loud and clear in the SEND Code of Practice is the need to ensure that where additional/different targeted provision is planned for, there are clear and expected outcomes linked directly to the provision. Very often, targeted provision is planned to take place outside the class and away from the class/subject teacher. If this is the case, then schools have to have a very clear reason for it and be explicit, transparent and precise as to the purpose of this targeted provision – the expected (targeted) outcome by the end of, for example, the term/half term needs to be discussed, agreed and planned for.</p>	<p>Special Educational Provision is tracked and monitored through termly Provision Mapping, or for pupils with a higher level of need, termly Individual Education Plans.</p> <p>Targets are clearly identified at the start of each session and records of achievement and progress are kept within the register and notes to enable the member of staff delivering the sessions to reflect on progress and ensure that an individual approach is taken.</p> <p>Registers and notes for each session are provided to the class teachers to ensure that they are aware of skills or targets that need to be further developed within the classroom setting, as they retain responsibility for that pupil.</p> <p>Pupils with SLCN therapy plan will be given clear targets by their Speech, Language and Communication Therapist who will share and review these targets. These reports are provided to the Speech and Language Assistant and all staff who support the pupil.</p> <p>Individual Education Plans are shared with parents each term by the class teacher as part of the joint targeting approach.</p>	
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<p><b>SEN information report -</b> Under the C &amp; F Act 2014 s.69, the governing bodies of schools and nurseries – including academies – must publish an SEN information report. Regulations will outline in detail what this should contain but this is not finalised yet.</p>	<p>All policies and details of SEN support already in place are available on the schools websites.</p>	<p>Once the regulations are finalised and it is clear what information must be published, the policies and information will be reviewed and updated.</p>
<p><b>Personal budgets and direct payments -</b> Under the C &amp; F Act 2014 s.49, once a draft EHC plan has been issued to parents or a young person they can then request that the local authority prepares a personal budget for them. This will be a notional amount of money that is available to secure the provision specified in the EHC plan.</p> <p>Parents or the young person can then request that the local authority makes part of that budget as a direct payment to them as money in order that they can directly commission services themselves in lieu of the local authority making the provision.</p> <p>Regulations will make clear the exact details of how these direct payments will work and when the duty of the local authority will have been fulfilled, i.e. when the payment is made to the parents or young person or when the actual service is delivered.</p> <p>What is very clear is that headteachers or principals of post-16 colleges will always retain power of veto within their own settings.</p>	<p>Steps have already been taken to provide clear costings for interventions already available. These will be reviewed regularly.</p>	<p>Where parents have requested Direct Payments, a planning and budgeting meeting will be arranged between the parents, the SENCo and the Headteacher to ensure that a cost effective and high quality provision is available for all pupils.</p> <p>A plan for a clear review and assessment cycle will be drawn up as part of this.</p>

## How pupils with SEN are identified and supported

The September 2012 Draft SEN legislation define Special Educational Need as:

### **(1) When a child or young person has special educational needs**

- a) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

### **(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she**

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

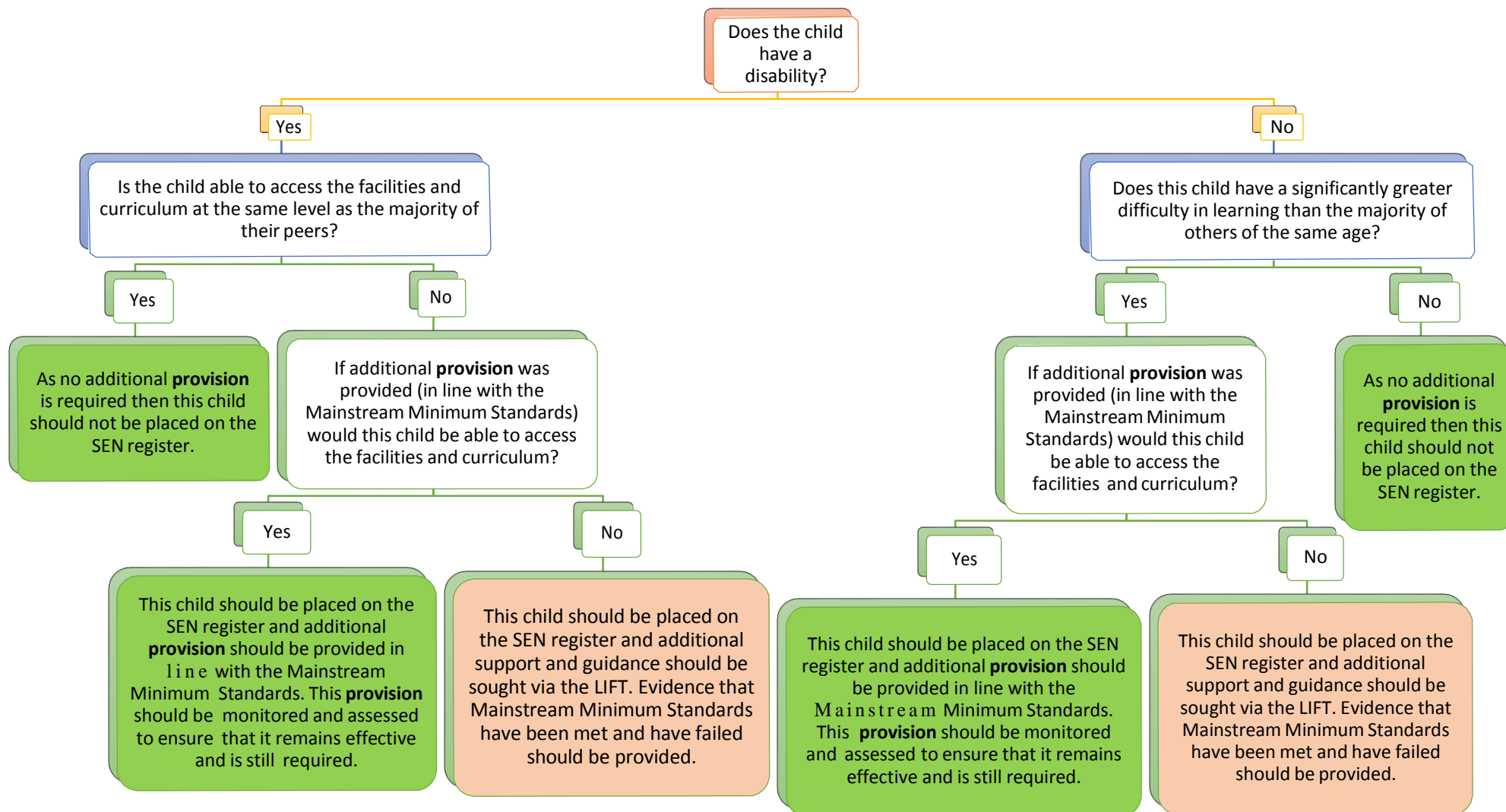
(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

(5) This section applies for the purposes of this Part.

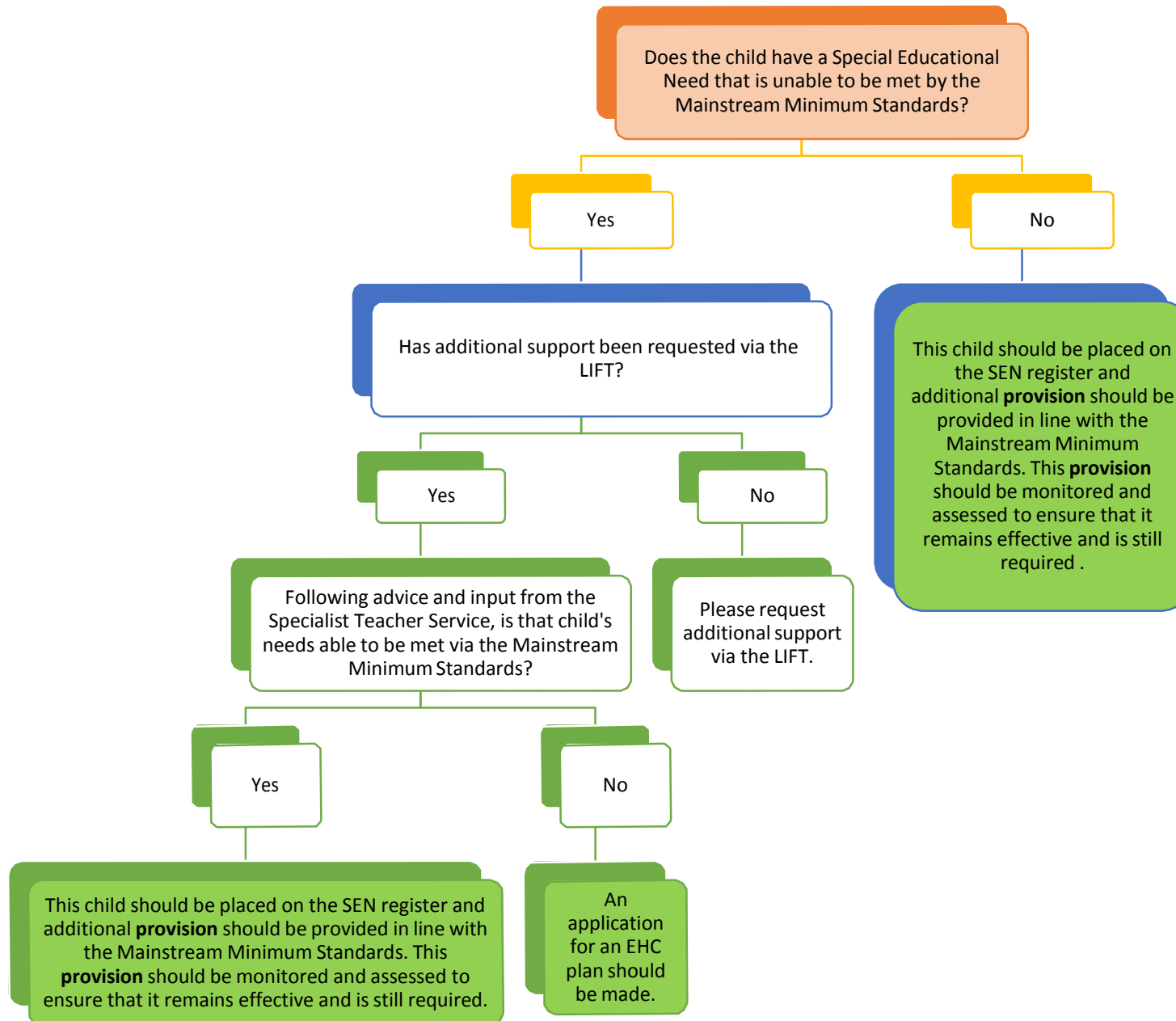
- The definition of 'SEN' is focused on those pupils who require 'special educational provision' due to a learning difficulty or a disability.
- School Action and School Action + no longer exist. Children who are on the SEN register are either categorised as;
  - SEN Support – This means that school are providing additional support different from the kind generally provided for others of the same age.
  - EHC-Plan – This means that the pupil has an Education, Health and Care Plan. This is the new document that is replacing Statements. Pupils who already have a statement will be transferred to an EHC-Plan.
- There are four categories of Special Educational Needs -
  1. Communication and Interaction
  2. Cognition and Learning
  3. Social, mental emotional health
  4. Sensory and/or physical disability
- A child may have more than one category of Special Educational Needs.
- Two children with the same disability or need may be placed under different categories depending on how their needs affect their ability to access the curriculum. For example;
  - Pupil A who has Autism may be placed on the SEN register under Communication and Interaction as they require a high level of Speech and Language support, helping them to understand specific vocabulary and communicate their ideas.
  - Pupil B who also has Autism may be placed on the SEN register under Social, mental emotional health as they are 'overwhelmed' within the school environment and need individual behaviour support and are involved with mental health services outside of school.

## How do we decide if a child should be placed on the SEN register?

**Provision** is one of the key words in the new guidance. All pupils on the SEN register have been identified as having a Special Educational Need that requires 'special educational **provision**'. Below is a diagram reflecting the decision making process regarding identifying which pupils require 'special educational provision'.



How do we decide when an EHC plan should be applied for?





September 2014 – SEN Draft Guidance – Need types

Need Type	Specific disabilities / needs	Areas of learning likely to be affected	Recommended support / interventions
Communication and Interaction (C&I)	<p>Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.</p> <p>Speech, Language and Communication Needs (SLCN)</p> <p>Autism Spectrum Disorder (ASD)</p> <p>Asperger’s Syndrome and Autism</p>	<p>Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy.</p> <p>Children and young people with an Autism Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions</p>	<p>Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.</p> <p>Interventions will need to take account of their individual sensory needs and requirements.</p>
Cognition and Learning (C&L)	<p>Severe Learning Difficulties (SLD)</p> <p>Profound and Multiple Learning Difficulties (PMLD)</p> <p>Specific Learning Difficulty (SpLD)</p> <p>This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).</p> <p>A discrepancy between achievement and general</p>	<p>Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p> <p>Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and</p>	<p>Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts.</p> <p>They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person’s cognitive difficulty and any associated needs that compound their difficulties in accessing the</p>

	<p>intellectual ability may indicate that a child or young person has a SpLD</p>	<p>co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent.</p> <p>Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.</p>	<p>curriculum, such as physical impairments or communication difficulties.</p> <p>Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.</p>
<p>Social, mental and emotional health (SMEH)</p>	<p>A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;</p> <ul style="list-style-type: none"> <li>• problems of mood (anxiety or depression),</li> <li>• problems of conduct (oppositional problems and more severe conduct problems including aggression),</li> <li>• self-harming,</li> <li>• substance abuse,</li> <li>• eating disorders or physical symptoms that are medically unexplained.</li> <li>• Attention deficit disorder (ADD),</li> </ul>	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>	<p>Schools, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties. This should be described in their published SEN policy and schools should ensure a solid evidence base for any interventions offered.</p> <p>Staff may need training and support to understand the nature and extent of problems that require more specialist intervention.</p> <p>Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS).</p>

	<ul style="list-style-type: none"> <li>• Attention deficit hyperactive disorder (ADHD),</li> <li>• Attachment disorder,</li> <li>• Autism or pervasive developmental disorder,</li> <li>• An anxiety disorder,</li> <li>• A disruptive disorder or, rarely, schizophrenia or bipolar disorder.</li> </ul>		<p>This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a ‘triage’ service to identify and provide for children and young people who need specialist provision very quickly.</p>
<p>Sensory and/or physical needs (S/PD)</p>	<p>Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability</p>	<p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment.</p> <p>Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.</p> <p>Some children and young people require special educational provision. It is this group that should be identified as having a SEN.</p>

## Provision

Most pupils will have their needs met through quality first teaching (QFT.) Pupil’s progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching. The effectiveness of this will be monitored and reviewed as part of the schools ongoing cycle of assessment for learning.

When a pupil has been identified as requiring a provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the SEN register under one of the four SEN categories.

At this point parents or carers will be informed and will be invited to discuss the additional support required and how best they can assist their child with their home-school learning.

The provision required for each pupil will be specific to that pupils needs and where possible school will seek and follow advice from additional professionals such as Occupational Therapists, Physiotherapists, Paediatricians and Specialist Teachers.

Below is an example of the provision provided by Kemsley Primary Academy and the tiered response to pupils needs

Quality First Teaching (All Pupils)	SEN pupils without an EHC plan	SEN pupils with an EHC plan
Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids – letter formation, number lines. Visual timetables (class and individual) Illustrated dictionaries Use of writing frames Alternative recording methods General ICT access with appropriate software. Sensitive grouping/ pairing / class or playground buddy. Spelling banks for new subject specific words. Where appropriate simple and clearly laid out worksheets. Structured school and class routines Use of symbols for understanding Individual work station Whole school and class reward system / individual reward systems. Whole school/class rules / Whole school policy for behaviour Circle time as part of PSHE curriculum Use of positive language to promote self esteem Wellbeing and involvement assessments Time out facilities Modified/adapted resources Desk slopes / Magnifiers Overlays / Use of coloured paper Fizzy/Clever hands (Whole Class) Language Link Assessment.	Quality First Teaching Named part of whole class provision mapping Group intervention English Group intervention Maths Additional Phonics Support. Speech and Language Support. Time out/Anger Management support cards. Group intervention for behaviour and emotional support. Sensitive class seating arrangements. 1:1 Reading intervention. 1:1 Phonics intervention. 1:1 Maths intervention Communication and support from external agencies. Support in line with individualised advice from an external agency including Health Plans.	Quality First Teaching, Assistance and support in line with individual EHC plans (statements)