

## **Parent and Practitioner SEN Identification and Information**

"There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace."

(Kofi Annan, Diplomat and Nobel Peace Prize Winner, 2001)

### **Our Learning Aims**

To ensure that the provision required in support of pupils with Special Educational Needs and/or Disabilities (SEND) is tailored to their individual needs and will be upheld, monitored and adapted in accordance with local and national guidelines in order to secure the best possible outcomes for each individual.

### **Objectives**

- To provide an enriched, safe and caring environment, where barriers to learning are minimised
- To promote individual success, improve confidence and esteem in pupils with SEND and ensure that their needs are met effectively
- To provide an integrated system of support for all pupil's with SEND; placing the child and their family at its core

### **Identification of SEN(D)**

- Children can be identified at any age as having a Special Educational Need (SEN)
- Concerns can be raised or questioned by parents, professionals and staff
- Once a concern is raised then discussions, observations and analysis can begin

### **Supporting Pupils with SEND (Flow Chart)**

The flow chart is intended to provide an overview of the steps taken when identifying SEN at Peel Hall.

Usually, pupils would begin their SEN diagnosis journey at step one, but on occasions we may skip a stage/s if we feel that the needs of the child are significant, impacting on their well-being and progress or require support that is significantly different to that usually provided under the term 'reasonable adjustments' as stipulated in the SEN code of Practice (2014).

Parent's do have the right to refuse to engage in the SEN process at any stage and their views will be documented, but please note that a refusal to engage may ultimately prove detrimental and may result in increased difficulties for your child.

### **Step 1 – Initial Concern**

Parents, professionals or staff can raise a concern with the SENCo, who will then observe pupils, monitor learning behaviours and the class teacher will ensure provision is accurate and effective. Often concerns are discussed with parents and/or carers (via class teacher) to ensure that a whole picture of the child is ascertained. A decision will then be made as what type of support a child may require e.g. academic interventions, Quality First Teaching (QFT) or a specific intervention programme.

### **Step 2 – Intervention through Quality First Teaching (QFT)**

If it is agreed that a child does require additional support then the Class Teacher will endeavour to ensure that their needs are met within an inclusive environment as much as possible. They will adapt and individualise practices for that pupil to help reduce or remove any barriers to learning they may have. The SENCo will be consulted and parents will be kept updated by the class teacher when required to do so in addition to statutory Parents Evenings, where the SENCo is always present. In this step, referrals to health practitioners such as Speech and Language (SALT) may be completed, once consent is ascertained.

### **Step 3 – SEND Register**

If none or little progress is made through QFT and/or basic interventions, then further discussions with parents, the Class Teacher (during Pupil Progress meetings) and SENCo will take place. If it is decided that additional support is required in order to meet needs then the SENCo will contact parents and request them to give written consent for their child to be placed on the SEN register. Once this has been agreed, the role of the SENCo becomes a more active one and additional discussions, observations, referrals and actions may now begin. A child is then devised a Learning plan and this is then shared with the pupil and discussed with parents during both Parents Evenings. Interventions are now 'formal', will follow a standardised Assess Plan Do Review (APDR) format and the teacher will log them formally on our recording system.

It is recognised that a minimum of two APDR cycles should be completed, and if results show the child has made little or no progress, then support will be escalated to the next stage.

### **Step 4 – Implementation of External Agencies Recommendations**

Once it has been agreed by staff and parents that additional support is required in order to either understand an individual's needs more or to begin the formal assessment process, then a referral to the appropriate professional will be made once consent has been received.

After a referral has been made, a professional will carry out an observation and/or assessment and then a report is usually produced. This is then passed on to parents and either the professional or SENCo will then discuss the findings within it. The SENCo will also meet with the Class Teacher and discuss recommendations and help develop provision for the beginning of the APDR cycle (targets provided by professionals will be used as part of their Learning Plan).

Professionals endeavour to review each child twice, with the Class Teacher and SENCo supporting in the interim. Parents may not necessarily be notified of the agreed observation date as this is subject to change and we wish for the child to remain unaware so that any behaviours observed are accurate and not rehearsed, but they will receive a copy of any reports and a call will be made to update them of any concerns/actions raised during the observation.

### **Step 5 – Education and Health Care Plan (EHCP)**

Not all children who are on the SEN register will need an EHCP to ensure their needs can be met. They may still be working below the age expected level or making slow progress, but their needs are not yet significant enough to warrant an EHCP and the school can continue making reasonable adjustments to their provision.

There are many variants and decisions, which are taken into account when a decision is made to apply for an EHCP. Such support is usually required when a child's needs are significant and cannot be met by the school alone and they require additional funding in order to meet those needs. Applications can be submitted by:

1. Parents ([www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/education-health-and-care-plans/who-can-apply](http://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/education-health-and-care-plans/who-can-apply))
2. Professionals (Social Workers or Health Professionals etc.)
3. SENCo/Setting

Each referral is reliant upon accurate mapping of APDR cycles and analysis of their effectiveness, accurate costing of interventions, professional involvement and parental support. The process, can take up to twenty weeks to complete (Once the application has been submitted), but under usual circumstances they require historic data and specific involvement before an application can be started. Under very exceptional circumstances the referral process may be slightly different depending upon the severity of the case.

However, it is important to state that not all applications are successful and the Local Authority has the opportunity to refuse an EHCP assessment should they feel that a child's needs can still be met at SEN alone. Parents do have an opportunity to contest this decision, but this is done independent of the setting.

### **Step 6 – EHCP Implementation**

Once an application is submitted and if a decision of 'yes to assess' is made by the Local Authority, then additional professional and SENCo reports will be submitted, only then will a Draft EHCP be sent to parents, professions and the SENCo.

The draft document is then reviewed and amended if necessary, before a final copy is sent to all parties and an implementation meeting is then held with parents where it is explained how the setting aims to achieve the targets set out within the plan. As with all EHCPs a small proportion of 'additional' funding is awarded and this is used to meet those recommendations outlined within the EHCP. It is up to the setting to decide how this is achieved and then ensure that all interventions are recorded within the costed provision map and assessed using the APDR model. A full review of the document is then completed annually, unless the child is under five, then the review is completed at six monthly intervals.

## APDR SEND Cycle Process

All aspects of the SEN identification can be repeated and reviewed at the discretion of the SENCo, in conjunction with parents and Class Teacher. The SEND register is not a fixed document and those pupils that do progress or reduce the learning gap can be taken off the register at any time. In addition, it is a parent's right to request their child be removed from the register; however, it must be understood that in doing so, it would have a detrimental effect on their learning.

By adopting a graduated approach to supporting pupils with SEND, progress and outcomes can be tracked efficiently and altered in accordance with their ever-changing needs. This involves a cycle of action known as Assess, Plan, Do and Review (APDR). Each cycle that is completed and monitored becomes more stringent and child specific.

