

Pixmore Junior School  
Special Educational Needs and  
Disability: A time for change

"Insanity:

Doing the same thing over and  
over again, and expecting  
different results"

Albert Einstein

# Definition of SEND

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her

A child of compulsory school age has a learning difficulty or disability if he or she:

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

# Types of SEND

The broad areas of SEND need are:

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

# Principles of the new legislation

Local Authorities **MUST** have regard to:

- ▶ The participation of children and their parents in decision making
- ▶ The early identification of children with difficulties, and early intervention to support them
- ▶ Greater choice and control for young people and parents over support
- ▶ Collaboration between education, health and social care services to provide support
- ▶ High quality provision to meet the needs of children and young people with SEN

# Principles of the new legislation

## Underpinning principles:

- ▶ A focus on inclusive practice and removing barriers to learning
- ▶ Successful preparation for adulthood
- ▶ Local Authorities **MUST NOT** use the views of parents as proxy for young people's views (p11)
- ▶ Focus on high quality teaching (p14):
- ▶ "Special educational provision is underpinned by high quality teaching and is compromised by anything less."
- ▶ Devolved budgets, including personal budgets for parents and SEND children to allocate to provider of choice



# Implications in School

- Expectation for the needs of *all* children to be met through quality first teaching (QFT)
- LA responsibility to publish a Local Offer to make it clear the provision what is available for young people with SEND
- Interventions planned and monitored at school on a termly, basis but inclusion of parents in planning process for future provision for children with SEND
- Assess, plan, do review cycle
- All SEN statements to be converted to EHCPs by 2016/17

# Implications in School - progress

- Health and Social Services to work more closely with schools to identify early intervention
- Children to be identified to outside authorities in a timely manner if QFT that has been assessed does not result in expected progress
- Schools to publish the School SEND Information report on website to identify school processes
- Parents to be consulted on Policies central to SEND
- A SENCO to be a qualified teacher with diploma/Masters level training for Enabling Learning
- Schools to take a graduated approach to meeting children's needs



# Graduated approach known as assess, plan, do review

- ▶ Children's attainment monitored closely through pupil progress meetings
- ▶ Children with SEND identified promptly
- ▶ QFT monitored for inclusion and where necessary training identified
- ▶ Class teacher as first point of contact for SEN matters
- ▶ SENCO a facilitator for parent/teacher meetings to plan support
- ▶ SENCO to liaise with outside services where extra help required
- ▶ Head teacher to monitor overall outcomes for SEND
- ▶ Governing body to monitor and produce suitable policies
- ▶ School to publish SEND policy and SEND information report





# Pixmore School – our ethos and values

- ✓ We value every child as an individual
- ✓ We believe that children learn in different ways and have different strengths and areas of need
- ✓ We believe that every child can be successful



# All change

- New National Curriculum – all children, more flexible
- No more levels
- Age Related Expectations (ARE) – Hertfordshire Steps
- Higher expectations



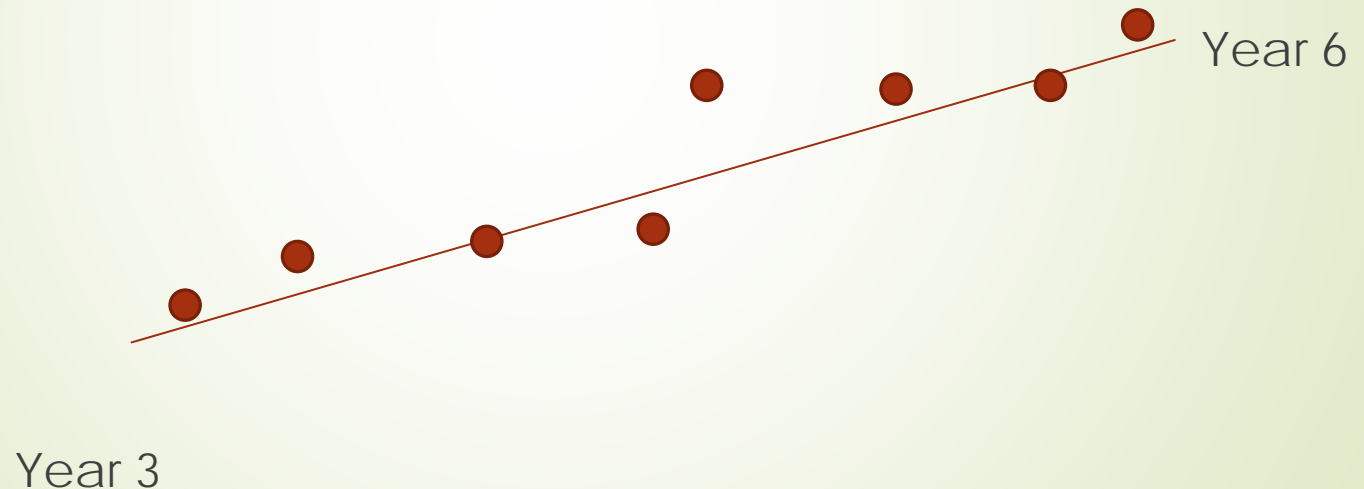
# What about my child?

- Assessment – finding a starting point
- Consider the impact of any 'barriers to learning'
- Support based on *stage, not age*
- *High, but realistic expectations*
- *Involve your child in target setting*
- *Active learning*
- *2 cycles of intervention before SEN support*
- *Parents informed at this stage*
- *Fluid process*

# What is good progress?

Assess, plan, do, review cycles

Is this good progress?



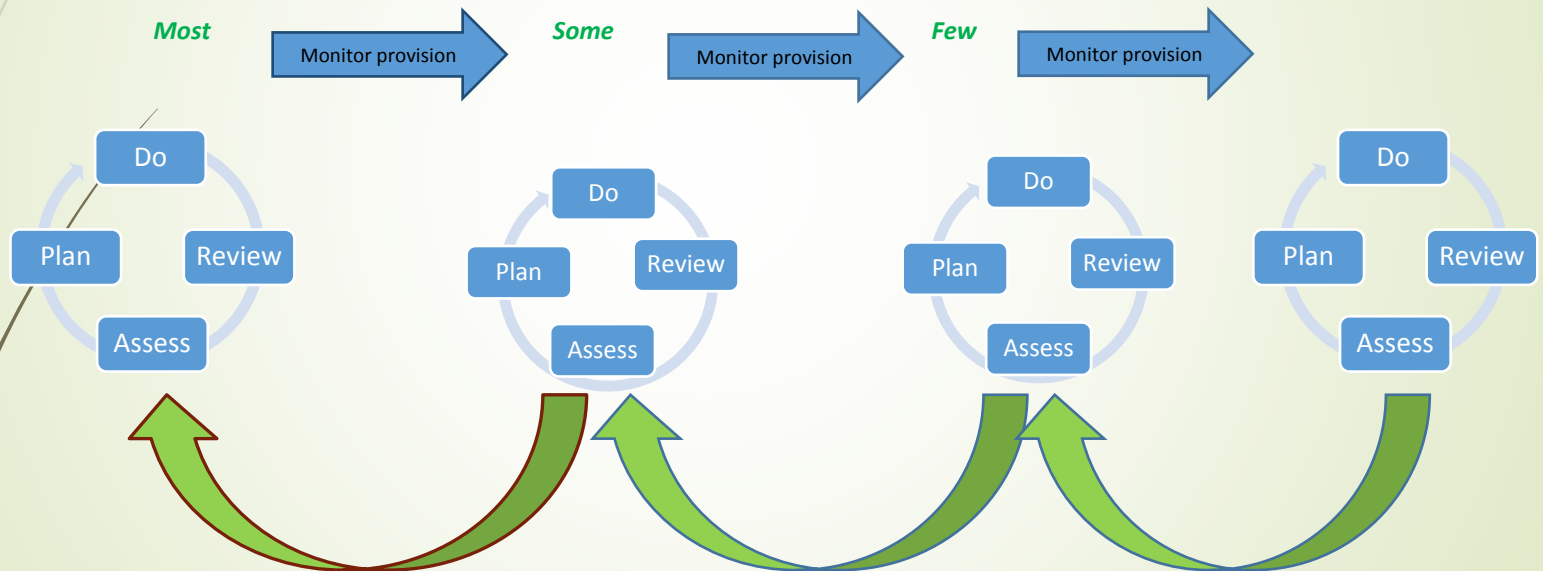
# Assess, plan, do, review.. What next?

QFT – normal cycle of learning  
Good progress – continue QFT  
Monitor as part of QFT  
Pupil progress meeting

Progress not as expected  
Plan intervention against  
SMART targets with timescale  
Record targets on ADPR plan  
Possible advice from SENCo

Progress not as expected  
SENCo involvement/assessment  
Possible external professional  
involvement  
Parental involvement

Progress not as expected  
Move to SEN support  
Assessment  
External professionals  
Parental involvement





# How you can help

- ▶ Do you have an interest in SEND or want to see all children achieve their potential?
- ▶ Would you be prepared to give a small amount of time to consult on the school's policy for SEND and our SEND Information Report-read them and make suggestions?
- ▶ Would you be prepared to look at the school website and identify other useful information for parents?
- ▶ Would you be prepared to speak frankly about your experience of your own and your children's experience, good and bad to improve outcomes?