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# SEN SUPPORT GUIDANCE

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## Provision Expected at SEN Support

*THIS GUIDANCE IS THE PROVISION THE LOCAL AUTHORITY **EXPECTS** TO BE MADE AVAILABLE BY MAINSTREAM SCHOOLS, ACADEMIES, FREE SCHOOLS, EARLY YEARS AND POST-16 PROVIDERS*

In Norfolk, we are committed to ensuring that our children and young people with Special Educational Needs and/or Disabilities (SEND) are well supported, have their needs met and achieve their potential.

We want children, young people with SEND and their families to have positive experiences at school and to feel well supported through access to the right support, in the right place and at the right time. Wherever children and young people live in the County, we want them to have their additional learning needs met. We know that for most children they are best served by attending their local school with other children from their local community. To achieve this for the majority of children and young people in our county all schools must have a Core Offer that meets the needs of all children, including those with SEN and/or D.

In keeping with our statutory duty this guidance has been written to set out the core provision that we, as a Local Authority, expect to be made available for all children and young people with SEND. It has been developed with a range of key professionals and experts in specific areas and we hope that it provides support and advice in a clear and accessible way.

Chris Snudden, Assistant Director Education  
Children's Services



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THIS GUIDANCE SHOULD BE READ IN CONJUNCTION WITH:

Norfolk's SEND School Funding System:  
supporting inclusion, responding to challenges and  
planning for future growth



## Introduction

Special Educational Needs (SEN) Support refers to the special educational provision that should be available to meet the needs of children and young people with Special Educational Needs and/or Disabilities (SEND) as part of a mainstream core offer.

‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.’ (Special Educational Needs and Disability Code of Practice: 0-25 years (SENDCoP), 2015, page 25)

This guidance aims to make it clear what provision Norfolk County Council expects to be made available at SEN Support to support children and young people who have SEND in all Mainstream Schools, including Academies and Free Schools, Early Years Settings and Post-16 Educational Providers. In this document the term ‘settings’ will be used to refer to all the aforementioned educational establishments unless stated otherwise.

This guidance sets out best practice for supporting children and young people with SEND at SEN Support and should be used to inform SEN Information Reports.

All settings **must** have due regard for:

Children and Families Act 2014

Special Educational Needs and Disability Code of Practice: 0 to 25 Years (SENDCoP)

Equality Act 2010

**The legislation and statutory guidance set out above make it clear that children and young people with SEND have a right to expect their needs to be met and not to be disadvantaged.**

Norfolk County Council **expects** all settings to:

- Comply with SEND Legislation and Statutory Guidance;
- Change policy and practice to reflect the SEND reforms and therefore use their best endeavours to provide and secure an inclusive education for all children and young people with SEND;
- Anticipate the reasonable adjustments needed to enable transitioning children and young people with disabilities to access an appropriate curriculum and continue to make reasonable adjustments for the children and young people with disabilities who are on roll so that they are included and able to access an appropriate curriculum.

This Guidance has been co-produced with representation from key stakeholders including professionals and partners from the local authority, schools, colleges, voluntary sector organisations and Family Voice Norfolk.

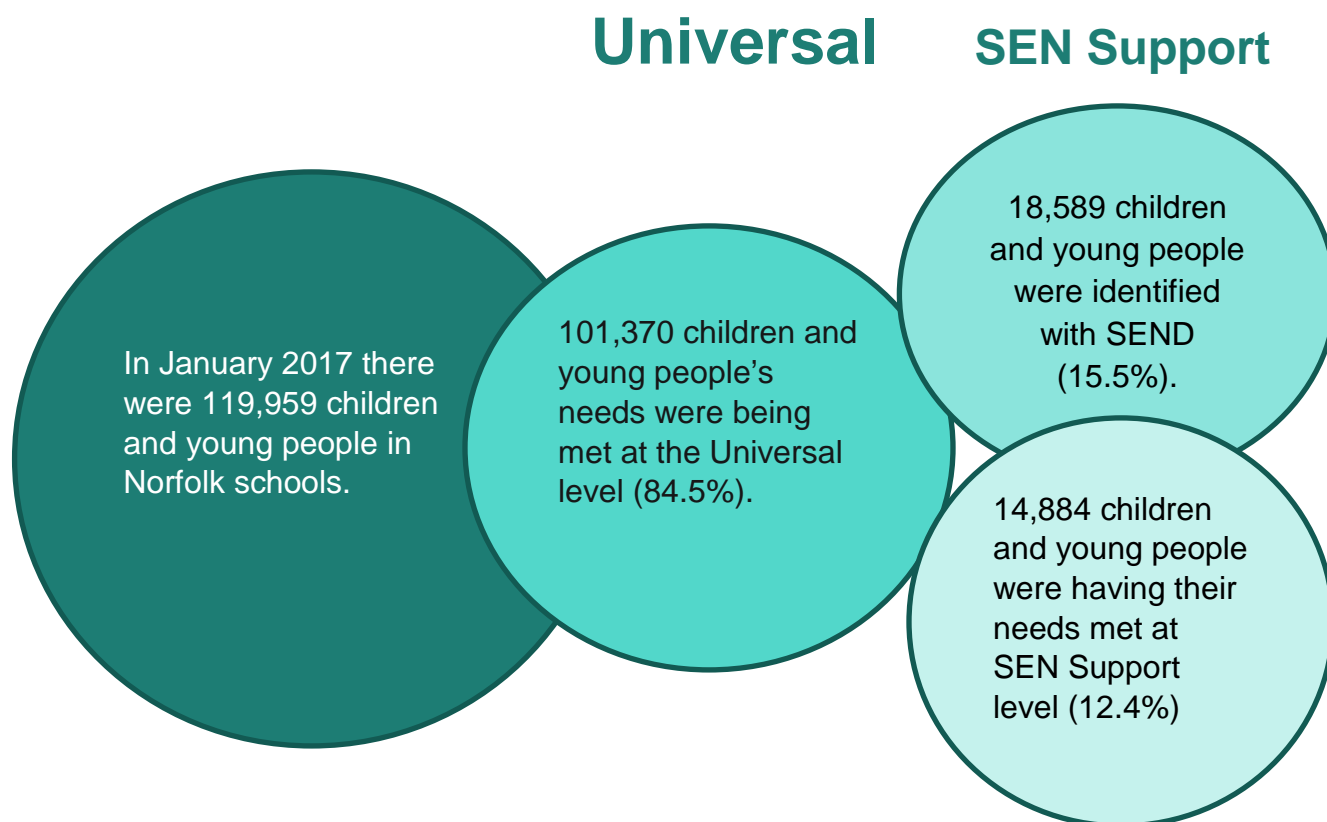
This guidance will be reviewed quarterly from the date of publication.

# Provision Expected at SEN Support



## SEN Support

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' (SEND COP, 2015, pp 94-95)



80% of children and young people with SEND are supported at SEN Support level.

Norfolk County Council expects settings to be able to identify children and young people with emerging SEND at an early stage. Settings should engage appropriate professionals to enable accurate assessments of need and/or barriers to learning. It is essential that settings put effective special educational provision in place. It is particularly important that there is no delay in making any necessary special educational provision and schools must work in partnership with parents/carers to establish the support and early intervention that the child or young person needs in order to access provision and make progress.



## SEN Support continued...

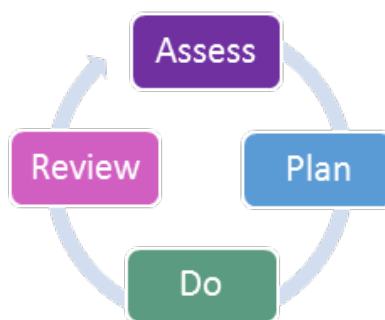
Parents/carers must be formally informed that special educational provision is being made. The child or young person and their parents/carers voices must be listened to and be instrumental in the development of SEN Support to ensure that their aspirations, desired outcomes and views are taken into account. Co-production with the child or young person and their parents/carers is an essential element of SEN Support. Effective collaboration between families and settings is a must.

All children and young people should expect to receive good quality and differentiated teaching. This is the first step in responding to children and young people who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

In deciding whether to make special educational provision through SEN Support, a teacher and SENCO should consider all of the information gathered from within the setting about the child or young person's progress. This should include high quality and accurate formative and summative assessment, using effective tools and early assessment materials. To support assessment, settings should have access to a range of diagnostic tests, observational checklists and dynamic forms of assessment which could involve: observing and recording responses in different environments; identifying strengths and weaknesses; identifying learning rates and learning styles.

This will help determine the support that is needed and whether it can be provided by adapting the settings core offer or whether something different or additional is required. This is the start of a graduated approach to SEN Support and if a setting makes special educational provision for a child and young person, they should inform their parents/carers.

Settings should adopt a **graduated approach** with four stages of action: assess, plan, do and review to ensure that a child or young person's needs are fully understood.



**The Graduated Approach: Assess, Plan, Do, Review - SENDCOP, 2015, pp100-102**



## SEN Support continued...

This is called the graduated approach/response because it may take several cycles of intervention and different strategies being tried, before it is possible to identify the strategies that work.

A setting should have arrangements in place to access more specialist assessments and provision from external agencies or professionals through its core offer. This should be clearly and accessibly set out in the setting's SEN information report, which must be reviewed and updated annually and published on its website (NB Early Years settings are not required to publish an SEN Information Report).

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life' (SENDCoP 2015)

## Equipment and SEND Training

Norfolk County Council **expects:**

- All settings to provide necessary low cost, non-customised equipment for children and young people with SEND (e.g. PC, laptop, tablet)
- All settings to provide appropriate SEND training for their staff. Settings are expected to understand the needs of their children and young people and to identify how best to ensure that their staff are equipped to understand and meet their needs. For more information see Educator Solutions <http://s4s.norfolk.gov.uk>

It is recognised however, that some specialist customised ICT (Information, Communication Technology) equipment and software may need to be provided centrally to ensure that children and young people with high or complex needs have access to the curriculum. Norfolk County Council provides more specialist equipment and software through Access Through Technology (ATT) and the Virtual School Sensory Support.



## Quality First Teaching (QFT)

*'Teachers have a unique role to play in building the strengths and capacities of their pupils. All pupils need to feel accepted and valued in their schools, secure in the knowledge that teachers will not give up on them' (Peter Wilson, 2004)*

Norfolk County Council expects all settings to provide QFT as part of their Core Offer.

In Norfolk QFT incorporates:

An ethos and learning environment that:

- enables the voice of the child or young person (CYP) to influence decisions
- works with parents/carers through regular contact/liaison regarding their child's needs, triggers, anxieties
- works with parents to identify appropriate strategies to support the needs of their CYP
- does not discriminate (directly or indirectly) against learners with SEN and/or D including protected characteristics
- makes reasonable adjustments and/or adaptations to ensure access to the physical environment, curriculum and information e.g. timetabling considerations, seating arrangements, visual timetables, one-page profiles, ramps, handrails, signage, loops/soundfields system, a good acoustic environment, appropriate lighting, multi-sensory approach, repetition of instructions, uncluttered environments
- promotes positive communication and interactions
- enables a flexible approach to learning e.g. teach to topics of interests, use ICT to engage
- enables learners to be supported through appropriate equipment
- maximises the use of a range of differentiated learning resources, techniques, strategies and equipment e.g. visual supports, ICT, sensory circuits.
- promotes inclusion through planning for and risk assessing to enable full participation across the curriculum of all learners
- encourages independence and promotes social inclusion
- prioritises personal care, self-help, independence and dignity
- complies with the accessibility audit and plan



# Provision Expected at SEN Support



## Curriculum, teaching and learning that:

- follows the graduated approach of Assess-Plan-Do-Review involving CYP and parents
- identifies when there is barrier to learning
- uses assessments to inform planning including summative and formative assessments
- provides regular precise feedback to the CYP and appropriate target setting including the use of small steps
- regularly monitors and tracks progress, including in the moment monitoring and interventions
- regularly reports to parent/carers on the progress of their CYP
- plans for additional support
- incorporates strategies for addressing and developing, communication, attention and listening skills, vocabulary, language comprehension and language production, auditory processing skills, positive behaviours and sensory processing needs
- incorporates adapted resources e.g. large print, writing materials, PE equipment, cutlery, covered overlays, assistive technology, laptop, tablet
- offers broad and balanced learning experiences/opportunities that are differentiated to accommodate the needs of different learners
- provides a range of communication contexts
- uses a range of questioning appropriately, giving the CYP time to respond
- makes effective use of IT resources e.g. adjustments to computer settings, mouse, background contrast/colour
- uses ICT such as word processing where CYP cannot demonstrate cognitive ability through hand written work
- transitions are comprehensive with information shared between settings to ensure that CYP progress through education with their needs well-understood and met

## Staff development that:

- provides appropriate Continued Professional Development (CPD) for teachers and Early Years providers on SEN and/or D to include regular up-dates about developments and latest research in SEND e.g. Education Endowment Foundation, Sutton Trust, DfE publications

# Provision Expected at SEN Support



## Social, Emotional and Mental Health (SEMH) Specific QFT

Schools should implement a whole school approach to emotional health and well-being.

### Leadership and management that:

- supports and champions efforts to promote emotional health and wellbeing
- has a committed senior management team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way
- has a lead professional for mental health
- works with parents/carers through regular contact/liaison regarding their child's anxieties, needs and triggers

### An ethos and environment that:

- promotes respect and values diversity
- sets high expectations of attainment for all pupils with consistently applied support
- has a healthy schools approach to promote the health and wellbeing of all pupils in the school, with priorities identified and a clear process of planning, doing and reviewing to achieve the desired outcomes
- uses various resources available to help them know about the well-being of pupils in their school (incl. Anna Freud Centre).
- plays a role in supporting CYP to be resilient and mentally healthy
- develops a supportive school and classroom climate and ethos which builds a **sense of connectedness, focus and purpose, the acceptance of emotion, respect, warmth, relationships and communication and the celebration of difference.**

### Curriculum, teaching and learning that:

- promotes resilience and supports social and emotional learning, including positive behaviour, social development and self-esteem.
- explicitly teaches social and emotional skills, attitudes and values, using well-trained and enthusiastic teachers and positive, experiential and interactive methods (and integrate learning into mainstream processes of school life)
- teaches children of all ages about mental health and emotional well-being

*NB. There are resources available to help school staff teach about mental health and emotional wellbeing for example PATHS (Promoting Alternative Thinking Strategies and SEAL resources for Primary aged pupils). The PSHE Association has produced guidance and lesson plans to support the delivery of effective teaching on mental health issues, the Anna Freud Centre produced resources for Year 5/6 pupils. In addition, MindEd, a free online training tool, provides information and advice for staff on children and young people's mental health and can help to sign post staff to targeted resources when mental health problems have been identified.*

# Provision Expected at SEN Support



## Enabling student voice to influence decisions that:

- ensure young people's opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them

## Staff development to support their own well-being and that of students:

- teacher wellbeing is relevant for whole school wellbeing
- all staff should feel confident in promoting emotional well-being and supporting children with mental health difficulties

## Targeted support and appropriate referral:

- schools should have clear systems and processes in place to help staff to identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems
- schools should work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond school). These should be set out clearly in the school's published SEND policy



## Sensory and/or Physical Needs Specific QFT

Children and young people with Sensory and/or Physical needs may be making progress, however, there is a risk that they may begin to fall behind.

## Hearing Impairment

Hearing Impairment needs may include: temporary conductive hearing loss e.g. glue ear, unilateral loss, mild or moderate loss

QFT Provision for CYP with Hearing Impairment:

- arrangements in place for regular (daily where required) monitoring and checking of specialist equipment e.g. hearing aids and radio aids, by setting staff
- Deaf Awareness training for all staff
- promotion of independence and social inclusion
- assessment, advice and recommendations from Virtual School for Sensory Support (VSSS)
- differentiated learning opportunities and reasonable adjustments are made to create a good acoustic environment and ensure access. For example:
  - Seating arrangements
  - Appropriate lighting (e.g. to aid lip-reading)
  - Reduction of background noise
  - Repetition of instructions
  - Multi-sensory approach
  - Additional support during speaking and listening activities
  - New vocabulary shared with parents
  - Home-school book
  - Loop systems

Use of specialist materials e.g. National Deaf Children's Society (NDCS) Phonics Guidance, NatSIP – special exam arrangements.



## Visual Impairment

Visual Impairment needs may include: recognisable ophthalmological conditions which may impact on learning

QFT Provision for CYP with Visual Impairment:

- resources in place to support this inclusive learning
- ensure that CYP do use glasses to correct vision if required
- understanding of the impact of eye conditions on learning and the needs related to identified VI, including the complexities inherent in learning despite the “single” diagnosis
- use information and resources available to assist with increased awareness of implications of VI on learning
- anticipate the needs of the local community of VI
- consistent response to Children and Young People with an eye condition e.g. knowledge of VSSS
- understands the VSSS referral process
- identify when “crisis” interventions are required from VSSS
- works with VSSS (and other agencies) to understand the needs around transition into and out of setting and support this process

Resources may include RNIB (e.g. eye condition leaflets), VIEW (e.g. teaching and learning strategies), NatSIP (e.g. accessibility guidance for assessment)

## Multi-Sensory Impairment (MSI)

*When a CYP has an identified Multi-Sensory Impairment (MSI) there must be a recognition that it is a unique disability which prevents the compensation usually available for the single sensory impaired through the other distance sense. This can have a devastating impact on access to communication, mobility and information.*

## Physical Needs

QFT Provision for CYP with Physical Needs:

- with adaptations and reasonable adjustments to the environment children and young people can be independent



## Descriptors of Areas of Need and Provision

SEND practice should be varied according to the age and individual needs of each child or young person. The following good practice is intended to be guidance for all educational settings.

### Communication and Interaction

#### Speech, Language and Communication Needs

‘Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.’  
(SEND COP, 2015, p.97)

<b>Need</b> Children and young people may have one or more of these learning profiles and may experience one of more of these difficulties:	<b>Provision expected to be available</b> Settings should consider provision similar to that identified below:
<ul style="list-style-type: none"> <li>• Progress that is significantly affected in areas of the curriculum, including literacy and numeracy</li> <li>• Discrepancy between progress in English and other core subjects</li> <li>• Discrepancy between progress in curriculum areas and general ability</li> <li>• Difficulty attending to and understanding verbally presented information – instructions, questions</li> <li>• Difficulty in focusing attention. The CYP may flit between activities and may find it easier to attend to non-language based tasks</li> <li>• Difficulty listening to reading and answering accurately.</li> <li>• Difficulty attending to others in a group.</li> <li>• Difficulty understanding abstract concepts (age appropriate)</li> <li>• Difficulty in retaining information while processing</li> </ul>	<b>In addition to good Quality First Teaching the following will be required:</b> <ul style="list-style-type: none"> <li>• Daily personalised/small group learning to target identified areas of need with on-going graduated approach either independently of Speech or Language Therapist (SALT) or with support as recommended by SALT. This might include phonological awareness, phonological discrimination, phonological production, vocabulary extension, concept development, language comprehension, word finding, semantic development, pragmatic development, colourful semantics, theory of mind and/or emotional awareness/intelligence.</li> <li>• Close monitoring of the above by class teacher and SENCo</li> <li>• Access training and implement advice regarding augmentative</li> </ul>

# Provision Expected at SEN Support



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| <ul style="list-style-type: none"> <li>• Word finding difficulties or difficulties in maintaining a topic of conversation.</li> <li>• The CYP may require support to understand subject specific language</li> <li>• Difficulty using language as part of learning task</li> <li>• Difficulty in structuring sentences and expressing thoughts, opinion and knowledge clearly</li> <li>• Grammar that contains immaturities</li> <li>• Speech sounds that are immature, persisting beyond the average age of resolution</li> <li>• Difficulty using language in social interactions</li> <li>• Difficulty responding appropriately to non-literal language, irony and jokes</li> <li>• Difficulty keeping up with the pace and structure of peer interactions</li> <li>• Difficulty using appropriate methods to interact with others or to meet their needs</li> <li>• Difficulty in managing behaviours as a result of reduced access to the curriculum and social interactions</li> </ul> | <p>communication strategies as recommended by the SALT.</p> <ul style="list-style-type: none"> <li>• Access training and specialist ICT equipment as advised by Access Through Technology (ATT) or SALT</li> <li>• Ensure parents are fully aware of what is being done to support their child/young person and are able to support interventions.</li> <li>• Implement strategies advised by specialists into the curriculum</li> </ul> |
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# Provision Expected at SEN Support



## Social Communication Difficulties / Autistic Spectrum

‘Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.’ (SEND COP, 2015, p.97)

<b>Need</b> CYP with these needs may require significant adaptations to be made. It is important to consider how a CYP might present at home and in school	<b>Provision expected to be available</b> Settings should consider provision similar to that identified below:
<ul style="list-style-type: none"> <li>• Uneven profile in National curriculum attainment levels</li> <li>• Difficulty in making connections and generalising skills</li> <li>• Rate of progress slower than peers in some areas of the curriculum</li> <li>• Difficulty responding to adult direction and interpreting social cues</li> <li>• Poor understanding of social conventions and expectations, leading to possible social isolation</li> <li>• Difficulty with the social use of language, requiring some direct teaching – eye contact, initiating conversations, attention, taking the listener’s perspective</li> <li>• Difficulty showing empathy, predicting own response and those of others and a lack of awareness of personal space</li> <li>• Literal understanding and inflexibility of thought</li> <li>• Resistant to change</li> <li>• Exhibits sign of distress</li> <li>• Unusual special interests</li> <li>• May exhibit obsessive behaviours</li> </ul>	<b>In addition to good Quality First Teaching the following will be required:</b> <ul style="list-style-type: none"> <li>• Reasonable adjustments to the learning environment e.g. appropriate seating, individual work-station, visual timetable, timings of breaks and transition arrangements within the school day</li> <li>• Use of timers</li> <li>• Use of Social Stories</li> <li>• Appropriate ‘small steps’ Portage SEND training for SENCO’s and Early Years SENCO’s</li> <li>• Support to use alternative means of communication/augmentative communication strategies</li> <li>• Access additional training regarding implementation of augmentative communication strategies, either through formal training or additional support</li> <li>• Appropriate and effective use of ICT resources for engagement, developing good learning behaviours and as a tool for writing and learning</li> <li>• Training for staff in:               <ul style="list-style-type: none"> <li>○ Understanding ASD</li> <li>○ Supporting Social Communication Difficulties</li> <li>○ Using Social Stories</li> </ul> </li> </ul>



# Provision Expected at SEN Support



	<ul style="list-style-type: none"><li>○ Implementing effective and appropriate strategies</li><li>○ Supporting CYP with Sensory Processing issues</li><li>● Consider the physical environment:<ul style="list-style-type: none"><li>○ Noise demands</li><li>○ Sensory processing</li><li>○ Make reasonable adjustments to enable CYP to cope with anxiety related issues</li></ul></li><li>● Deliver interventions to develop social communication skills e.g. small group work, negotiating activities, turn-taking/sharing, role-play/social stories as appropriate</li><li>● Engage with resources for early intervention, such as Portage, to ensure positive transitions</li><li>● Incorporate time for Sensory Circuits, this may be appropriate for the whole class not just individual child with ASD</li><li>● Request support from ASD Specialist Support Assistant Team</li></ul>
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## Cognition and Learning

‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD)... Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.’ (SEND COP, 2015, p.97-98)

Need	Provision expected to be available Settings should consider provision similar to that identified below:
<ul style="list-style-type: none"> <li>• The development / progress in learning for a CYP is at a slower rate and additional support is needed.</li> <li>• The CYP is attaining at a level significantly below age-related expectations. There is evidence to suggest that the gap between the CYP and their peers is increasing.</li> </ul>	<p><b>In addition to good Quality First Teaching the following will be required:</b></p> <ul style="list-style-type: none"> <li>• Class teacher/SENCO makes good use of recommendations from outside agencies/specialists</li> <li>• Class teacher/SENCO make good use of approved websites and free on-line training programs to enhance skills and understanding</li> <li>• SENCO accesses relevant Continued Professional Development (CPD)</li> <li>• Individual work-stations or quiet space to work in are available</li> <li>• Mentoring/Learning mentors can be accessed by learners</li> <li>• ‘What Works Well’ documents are used to implement interventions with strong evidence based research</li> <li>• SENCO makes use of the Education Endowment Fund (EEF) publication/toolkit and EEF Teaching Assistant document</li> <li>• Differentiation is used to ensure the development of literacy, numeracy, expressive language and communication skills and to minimise behaviour and emotional difficulties</li> <li>• Appropriate interpersonal skills with other students are promoted</li> <li>• Access to specialist teaching and learning programmes for dyslexia which are multi- sensory, and well-structured with opportunities for repetition and consolidation</li> </ul>

# Provision Expected at SEN Support



- Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi- sensory teaching strategies, a focus on phonological awareness and/or motor skills programme
- Access to Teaching Assistants/Learning Support Assistants who are skilled and experienced in supporting students with general and specific learning difficulties.
- Materials which reduce or support note taking, copying of diagrams and charts and/or alternative approaches to recording
- Staff trained and able to support students with a range of learning difficulties, including SpLD. This might include support from external specialist professionals
- Assessments focus on how the pupil is learning, more in-depth analysis of strengths and weaknesses and progress in relation to time
- Effective use of IT equipment to support learning



## Social, Emotional, Mental Health

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools...' (SEND COP, 2015, p.98)

<b>Need</b> It is important to consider how a CYP might present at home and in school.	<b>Provision expected to be available</b> Settings should consider provision similar to that identified below:
<ul style="list-style-type: none"> <li>• 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder." (Department for Education &amp; Department for Health, (2015)</li> <li>• Low self-esteem in some areas and needs support in order to raise confidence and self-belief</li> <li>• Displays behaviours that interfere with own learning and with the learning of others</li> </ul>	<p><b>(p.6 and p.11 – Mental health behaviour in schools)</b></p> <ul style="list-style-type: none"> <li>• Be an access point for early support for children with emerging problems</li> <li>• Identify children with mental health problems through the effective use of data and an effective pastoral system</li> <li>• Understand the causes of behaviour – connect appropriately with approaches to behaviour management.</li> <li>• Provide appropriate support to children and young people experiencing negative experiences and distressing events, including referrals to appropriate services e.g. Child and Adolescent Mental Health Services (CAMHS), Early Help</li> <li>• Use a graduated approach to inform a clear cycle of support. An assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported</li> <li>• Ensure that pupils and their families participate as fully as possible in</li> </ul>

# Provision Expected at SEN Support



- Withdrawn and isolated – limited communication, difficulties communicating feelings
- Poor concentration despite appropriate strategies – small step approach, breaks between tasks, often appears distracted and off task
- Engages in attention-seeking behaviour and regularly seeks approval from adults and peers
- Poor organisational skills
- Communicates failure in tasks before starting
- Difficulties in making and sustaining appropriate relationships with adults and peers. Can often be easily influenced by others or in contrast can persuade others to do something against their will
- Difficulties with sharing and turn taking
- Poor attendance and/or reluctance to participate
- Difficulty in accepting responsibility for own actions.
- Occasionally be verbally and physically aggressive towards others requiring intervention to support regulation of response
- Sometimes engages in behaviours that pose a high risk or harm to themselves or others
- At times, challenges rules and authority and requires support in order to conform

decisions and are provided with information and support. The views, wishes and feelings of the pupil and their parents/carers should always be considered

- Use the Strengths and Difficulties Questionnaire (SDQ) to help them judge whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents/carers and the pupil in considering why they behave in certain ways
- Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern. And what to do if they think they have spotted a developing problem
- Consider if their pupils would benefit from the offer of school counselling services

Key questions for teachers to bear in mind:

- Type of problem CYP has
- How best to describe the problem
- How extreme is behaviour or attitude
- How prolonged or persistent is it
- What has happened in the CYP's life
- Are there sudden changes of behaviour
- When does the behaviour occur
- How driven or out-of-control is the CYP
- Is there a marked contrast between the home and school behaviour
- How does the behaviour affect others at school

## Provision Expected at SEN Support



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|--|--|
|  | <ul style="list-style-type: none"><li>• What are the CYP's strengths</li><li>• What support and advice is available (Peter Wilson, 2004)</li></ul> |
|--|--|

*The Department for Education has published advice on how to set up and improve schools counselling services.*

*There are local and national organisations offering materials, help and advice. Schools should look at what provision is available locally to help them promote mental health and intervene early to support pupils experiencing difficulties. Help and information about evidence-based approaches is available from a range of sources.*

# Provision Expected at SEN Support



## Physical and/or Sensory Needs

‘Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.’ (SEND COP, 2015, p.98)

## Hearing Impairment (HI)

Need	Provision expected to be available Settings should consider provision similar to that identified below:
<ul style="list-style-type: none"> <li>• Diagnosed permanent hearing loss</li> <li>• Unilateral loss</li> <li>• Mild or Moderate loss</li> <li>• Long term conductive loss</li> <li>• Hearing loss is impacting on learning</li> <li>• Specialised assessments demonstrate below expected level for chronological age or is at risk of falling behind peers</li> <li>• Difficulties in making and maintaining friendships</li> <li>• All listening devices e.g. hearing aids, cochlear implants and radio aids are functioning optimally in order to access speech</li> <li>• CYP feels included in school environment</li> <li>• The gap between child’s assessed levels and peer levels to be narrowed</li> <li>• Equal access to curriculum, premises, information and assessment</li> <li>• Opportunities to meet with other deaf peers.</li> </ul>	<p><b>In addition to good Quality First Teaching the following will be required:</b></p> <ul style="list-style-type: none"> <li>• Whole school training regarding Deaf Awareness</li> <li>• Uses hearing aids and other assistive listening devices e.g. radio aids as appropriate and advised by VSSS</li> <li>• Daily personalised/small group learning to target identified areas of need with ongoing cycle of assess-plan-do-review. Close monitoring of the above by SENDCo/class teacher.</li> <li>• Regular direct input by VSSS staff where appropriate e.g. pre and post tutoring for curriculum, language programme</li> <li>• Access to additional specialist curriculum delivered by VSSS e.g. Deaf Studies/PUD (Personal Understanding of Deafness) in order to come to terms and manage their hearing loss and equipment</li> <li>• Differentiated learning opportunities, for example:               <ul style="list-style-type: none"> <li>○ Use of radio aid in all lessons</li> <li>○ Soundfield systems</li> </ul> </li> </ul>

# Provision Expected at SEN Support



<ul style="list-style-type: none"> <li>• May need alternative communication approach e.g. Total Communication, Sign Bilingualism and Oral/Aural</li> </ul>	<ul style="list-style-type: none"> <li>○ Specialist language programme e.g. Elklan</li> <li>○ Reading programme</li> </ul> <p>VSSS may offer;</p> <ul style="list-style-type: none"> <li>○ Hearing aid checks using specialist equipment</li> <li>○ Annual specialist language assessment</li> <li>○ Monitor of social and emotional well-being and inclusion</li> <li>○ Specialist arrangements for assessments provided</li> <li>○ Personalised programmes of work</li> <li>○ Training for staff in appropriate communication strategies e.g. signing, cued speech and visual phonics</li> </ul> <ul style="list-style-type: none"> <li>• Good acoustic environment consideration of Soundfield systems</li> <li>• Speech therapy – assessment, advice and programme of support by a specialist speech and language therapist implemented by therapist, VSSS or setting</li> <li>• Referral and ongoing support as appropriate from the VSSS Child Psychotherapist</li> </ul>
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# Provision Expected at SEN Support



## Visual Impairment (VI)

Need	Provision expected to be available Settings should consider provision similar to that identified below
<ul style="list-style-type: none"> <li>• Reduced visual acuity in one or both eyes, which affects learning</li> <li>• Requires appropriate differentiation or modifications to the curriculum or to the environment</li> <li>• VI impacts on mobility and orientation</li> <li>• VI impacts on self-help and independence skills</li> <li>• Difficulties with establishing and maintaining friendship which can lead to social isolation</li> <li>• Requires appropriate differentiation to assessment and examination materials and recording of answers</li> <li>• May require specialist equipment to access the curriculum</li> <li>• May require specialist training to use equipment effectively</li> <li>• May require specialist training to use resources effectively</li> <li>• May require support to develop individual visual skills in an appropriate time frame</li> <li>• Supports the “crisis interventions” from VSSS and the input required to develop Habilitation and Independence skills (Section 17 assessment)</li> <li>• Provide interventions which meet the individual needs of the CYP linked to Education, Health and Social Care and provide evidence of cost benefits in short, medium and longer term.</li> </ul>	<p><b>In addition to good Quality First Teaching the following will be required:</b></p> <ul style="list-style-type: none"> <li>• A diagnosed eye condition which impacts on learning</li> <li>• A referral from an Ophthalmology Department for intervention</li> <li>• Strategies to include a learner with an eye condition are in place and identified</li> <li>• Advice and guidance on modified access to learning</li> <li>• Advice and guidance on modifications to exams and assessment</li> <li>• Suggesting teaching strategies to meet the needs of individual learners</li> <li>• Recognising the different needs inherent in different eye conditions</li> <li>• Considering the learning objectives of individuals and how they can be achieved through adapting resources and modifying access</li> <li>• Reviewing data with teaching staff and analysing progress</li> <li>• Providing advice and guidance with teaching staff on developing ways to improve progress</li> <li>• Capturing the “Voice of the Child” to give the CYP a voice in their own learning and development</li> <li>• Acting on the “Voice of the Child” and ensuring this is built into provision</li> <li>• Ensuring that visual stimulation activities are designed to meet the needs of those CYP who need this</li> </ul>

## Provision Expected at SEN Support



	<ul style="list-style-type: none"> <li>• Ensuring the CYP is able to express their needs and have an in depth understanding of the implications of their eye condition on many aspects of their life – so that the condition is part of them it does not define them</li> <li>• Work with settings and other agencies to support transition through phases</li> <li>• Works with Health and Social Care to ensure systems are in place to identify CYP with VI</li> <li>• Training in the use of specialist equipment to support access to learning.</li> <li>• To support the implementation of specialist ICT skills e.g. Skills Ladders, eDCC certification, touch typing)</li> <li>• Promote independence and social inclusion in an appropriate way e.g. participation in activities – nurture groups, sports and events</li> </ul> <p>Referral to, and programme of support, with VSSS Child Psychotherapist as needed</p>
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# Provision Expected at SEN Support



## Multi-Sensory Impairment (MSI)

VSSS uses the NatSIP sensory classification from the NatSIP Eligibility Framework. For MSI this consists of an element of vision loss and an element of hearing loss. The MSI classification will be given for the highest of the two sensory classifications (ie a mild hearing loss and a severe vision loss gives a severe Multi-Sensory Impairment.)

There must be a recognition that Deaf blindness/MSI is a unique disability which prevents the compensation usually available for the single sensory impaired through the other distance sense. This can have a devastating impact on access to communication, mobility and information.

Need	Provision expected to be available Settings should consider provision similar to that identified below:
<ul style="list-style-type: none"> <li>• A mild vision and a mild hearing loss</li> <li>• A combination of one mild and one moderate sensory loss</li> <li>• Tires easily and attention and concentration will lapse at times</li> <li>• Isolated from peers and finds social interaction challenging</li> <li>• Communication with adults and peers is challenging</li> <li>• Difficulty accessing the curriculum and other information e.g. assembly, notices, lunch arrangements, clubs etc.,</li> <li>• Needs support to access the settings e.g. mobility, orientation and dependence</li> <li>• <b>See descriptors for both vision and hearing impairment</b></li> </ul>	<p><b>In addition to good Quality First Teaching the following will be required:</b></p> <ul style="list-style-type: none"> <li>• Whole school training – Multi-Sensory Impairment so all staff understand the needs including all staff e.g. Midday Supervisor Assistants</li> <li>• Implement an individual programme of support devised by the Class Teacher and supported by the Qualified Teacher of MSI as required which could include the following:               <ul style="list-style-type: none"> <li>○ Good awareness of functioning of CYP's hearing and vision and the impact of this on learning</li> <li>○ Adaptation of materials and activities, for example:                   <ul style="list-style-type: none"> <li>○ Enlarged print</li> <li>○ Tactile models</li> <li>○ Activity cues</li> <li>○ Seating arrangements</li> <li>○ Decluttering</li> <li>○ Access to information and keeping on task</li> <li>○ Scaffolding of activities i.e. giving sensitive support whilst optimising independence</li> <li>○ Encouragement to develop friendships</li> <li>○ Breaks as appropriate</li> <li>○ Home/school book</li> </ul> </li> </ul> </li> </ul>

## Provision Expected at SEN Support



	<ul style="list-style-type: none"> <li>○ An individual communication approach may be required e.g. timetable with tactile cues, a communication passport to help with consistency amongst staff/family.</li> <li>● Teaching Assistant (preferably Intervenor trained) support for the CYP to:             <ul style="list-style-type: none"> <li>○ Access the curriculum via an individualised communication approach</li> <li>○ Access additional information</li> <li>○ Access the environment</li> <li>○ Encourage the development of friendships</li> <li>○ Support medical needs e.g. epilepsy</li> </ul> </li> <li>● Habilitation for mobility and life skills as appropriate delivered by a qualified Habilitation Officer</li> <li>● Environmental audit and adaptations e.g. tactile signage, trailing routes, clear blocks of colour to show areas as advised by MSI Teacher/Habilitation Officer</li> <li>● CYP will need adaptations and reasonable adjustments to access the curriculum and additional information e.g. assembly, notices, lunch arrangements, clubs etc.</li> <li>● Ongoing assessment and advice from a qualified Teacher of the MSI</li> <li>● Transition is a particularly challenging time for young people with MSI. Consideration should be given to capturing the aspirations and wishes of the young person pre-transition</li> </ul>
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# Provision Expected at SEN Support



## Physical Needs

*'Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'* (SEND COP, 2015, p.98)

Need	Provision expected to be available Settings should consider provision similar to that identified below:
<ul style="list-style-type: none"> <li>• Ability to participate in the majority of activities at a slower pace than peers</li> <li>• Progress across the curriculum may be affected by a condition or medication</li> <li>• Physical needs may affect their self-esteem and relationships with peers</li> <li>• May require reasonable adjustments to be made – wheelchair access</li> <li>• Difficulties with gross and fine motor skills, mobility and orientation</li> <li>• Maintain independence in most activities. May require visual cues as reminders</li> <li>• Use of specialist aids and equipment</li> <li>• Require a medical plan</li> <li>• Additional assistance to access the curriculum, manage their condition and move around the site</li> <li>• Increasing levels of difficulty. Able to participate in classroom activities, but difficulties in undertaking certain tasks have a significant impact on pace of work</li> <li>• Adaptations required to access the curriculum / school environment</li> <li>• Specific attention to emotional support needed</li> <li>• Physical difficulties impact on self-esteem and confidence</li> <li>• Concerns around social inclusion</li> </ul>	<p><b>In addition to good Quality First Teaching the following will be required:</b></p> <ul style="list-style-type: none"> <li>• Training, advice and monitoring from specialist services e.g. Occupational Therapist (OT), Physiotherapist, School Nurse</li> <li>• Reasonable adjustments e.g. hoists, medical/care plan (if required)</li> <li>• Therapy programs e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy (OT)</li> <li>• Adapted chairs, standing frames, bilet chairs (as advised and provided by specialist services)</li> <li>• Access to a Key Worker (if appropriate)</li> <li>• Support CYP to use alternative and augmentative communication under guidance from SALT</li> <li>• Programs to develop specific identified gross and fine motor skills as advised by specialist services e.g. OT and Physiotherapy</li> <li>• Technology to access curriculum and information (if the IT resources do not meet need refer to Access Through Technology (ATT). Hardware e.g. rollerball, adapted keyboard and software e.g. predictive text, talking word processing</li> <li>• Appropriate early years training in Portage 'small steps' approach to learning</li> <li>• Implementation of eating/drinking advice provided by SALT due to an identified need</li> </ul>

# Provision Expected at SEN Support



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|--|--|
|  | <ul style="list-style-type: none"><li>• Monitoring of above and close liaison with parents/carers and SALT</li></ul> |
|--|--|



## Boards (including Governors and Trustees) Responsibilities

All boards have legal duties under the Children and Families Act 2014 and must have regard to the SEND Code of Practice: 0 to 25 years statutory guidance. Academies must also meet these requirements by virtue of their funding agreement.

Boards are also under a duty in the Equality Act 2010 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person. The reasonable adjustment duty includes three key requirements to make sure that disabled people are not at a substantial disadvantage:

- To make adjustments to any provision, criterion or practice;
- To make alterations to physical features; and
- To provide auxiliary aids and services.

In practice, the functions these duties require of the board can be delegated to a committee, an individual or to the executive leader; although the responsibility is still with the board itself to ensure that the functions are carried out. It should decide, with the executive leader, the school's policy and approach to meeting children and young people's SEND requirements, including those with and without an Education, Health and Care (EHC) plans.

Boards must:

- co-operate with the Local Authority (LA) in reviewing the provision that is available locally and developing the local offer; <https://www.norfolk.gov.uk/children-and-families/send-local-offer>
- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND;
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND;
- inform parents when they are making special educational provision for a child;
- ensure that arrangements are in place in schools to support pupils at school with medical conditions;
- provide access to a broad and balanced curriculum;
- ensure that pupils from Year 8 until Year 13 are provided with independent careers advice;
- have a clear approach to identifying and responding to SEND;
- provide an annual report for parents on their child's progress;



## Boards (including Governors and Trustees) Responsibilities continued...

- record accurately and keep up-to-date the provision made for pupils with SEND;
- publish information on their websites about the implementation of the board's policy for pupils with SEND, the School SEN Information Report
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
- ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school.
- determine their approach to using their resources to support the progress of pupils with SEND.

In addition:

- There should be an individual on the board or a committee with specific oversight of the school's arrangements for SEND. School leaders should review regularly how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.
- When considering an appeal from a parent or young person, the First-tier Tribunal (Special Educational Needs and Disability) must have regard to the SEND Code of Practice 2015. The Tribunal will expect LAs, early education settings, schools and colleges to be able to explain any departure\* from the Code, where it is relevant to the case it is considering.

The board should reassure itself that the key responsibilities of the SENCO are drawn up and monitor the effectiveness of the way the responsibilities are carried out against a list of illustrative activities, as described in the SEND Code of Practice: 0 to 25 years (6.84-6.94). The board should also reassure itself that the SENCO has sufficient time and resources to carry out their role effectively.

**(Governance Handbook, January 2017)**

**(nasen; The SEND Reforms: who should do what?)**

\*N.B. departure from the SENDCoP must be in the best interests of the child or young person and not the setting.





## Headteacher's Responsibilities

**Excellent Headteacher's including Executive Leaders, Managers and Principals are expected to...**

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.



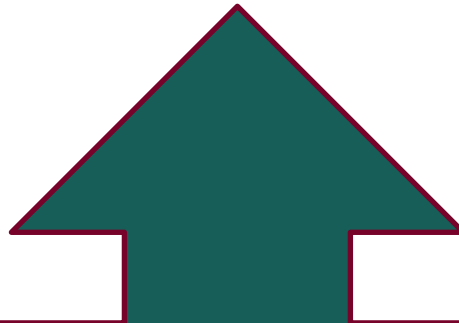
## Headteacher's Responsibilities continued...

- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

**(National Standards for Excellence for Head Teachers, January 2015)**



## Headteacher's Responsibilities continued...



Therefore Norfolk County Council **expects** headteachers to:

- be committed and motivated by a moral purpose that empowers **all** children, young people and staff to excel
- be resilient leaders
- understand how children and young people learn and deliver curriculums that meet **all** the needs of their learners
- champion best practice and secure excellent achievements for **all** children and young people
- develop effective relationships with other professionals in order to improve academic and social outcomes for **all** children and young people
- use evidence based research to drive improvement for **all** learners
- value Continued Professional Development (CPD) and ensure that **all** staff have access to regular high quality CPD



## Teaching Responsibilities

### Special Educational Needs Co-ordinator (SENCO)

The expectation is that SENCO's have a thorough knowledge and understanding of the Special Educational Needs and Disabilities Code of Practice (SENDCoP).

#### Early Years

In a maintained nursery school setting there must be a qualified teacher designated as the SENCO in order to ensure the detailed implementation of support for children with SEN. This individual should also have the prescribed qualification for SEN Co-ordination or relevant experience.

In Private, Voluntary and Independent (PVI) settings the EYFS framework requires there to be arrangements in place for meeting children's SEN and PVI settings are expected to identify a SENCO.

Childminders are encouraged to identify a person to act as SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

The role of the SENCO in Early Years provision involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting

In Early Years Settings in Norfolk it is recommended that the SENCO attends the three-day SENCO training.



## Teaching Responsibilities continued...

### Schools

'In schools the SENCO must be a qualified teacher working at the school...It may be appropriate for a number of smaller Primary schools to share a SENCO employed to work across the individual schools...' (SENDCoP, 2015; pp108-109)

The key responsibilities of the SENCO in schools may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEN up to date  
(SENDCoP, 2015; pp108-109)



## Teaching Responsibilities continued...

'A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. A national award must be a postgraduate course accredited by a recognised higher education (HE) provider.'

(SENDCoP 2015, p.108, point 6.85)

SENCOs have an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team. They have a day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. They provide professional guidance to colleagues and will work closely with staff, parents and other agencies. They should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

SENCOs should be given sufficient time and resources to carry out the aforementioned functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

### Post-16 Providers

Post-16 Providers should ensure that there is a named person in the College with oversight of SEN provision to ensure coordination of support, similar to the role of the SENCO in schools. This person should contribute to the strategic and operational management of the College. Curriculum and support staff in the college should know who to go to if they need help in identifying a student's SEN, are concerned about their progress or need further advice. (SENDCoP; pp.116-117)



## Teaching Responsibilities continued...

### Teachers

#### **Teachers are expected to:**

- make the education of their pupils their first concern
- be accountable for achieving the highest possible standards in work and conduct
- Act with honesty and integrity
- have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical
- forge positive professional relationships
- work with parents in the best interests of their pupils

(Teachers' Standards 2011(updated 2013))

#### **A Teacher must:**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities
- be able to use and evaluate distinctive teaching approaches to engage and support them

(The Teachers' Standards 2011(updated 2013) Section 5)



## Teaching Responsibilities continued...



Therefore Norfolk County Council **expects** teachers to:

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered about the pupil's progress. This information gathering should include an early discussion with the pupil and their parents.

These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.





## Teaching Responsibilities continued...

### Teaching Assistants (TAs)

The expectation is that TAs must be aware of the TA Standards including the teaching and learning standards.

#### **Teaching assistants are expected to:**

- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.

**(TA Standards, June 2016)**

TAs should also be aware of the seven key recommendations within the 'Making Best Use of Teaching Assistants Guidance Report':

Recommendations on the use of TAs in everyday classroom contexts:

- TAs should not be used as an informal teaching resource for low attaining pupils
- Use TAs to add value to what teachers do, not replace them
- Use TAs to help pupils develop independent learning skills and manage their own learning
- Ensure TAs are fully prepared for their role in the classroom

Recommendations on the use of TAs in delivering structured interventions out of class:

- Use TAs to deliver high quality 1:1 and small group support using structured interventions
- Adopt evidence based interventions to support TAs in their small group and 1:1 instruction

Recommendations on linking learning from work led by teachers and TAs:

- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

**(Education Endowment Foundation, 2015)**



## Inclusive Settings ensure...

- there is a shared vision and ethos of inclusivity that is evident throughout the school
- school leaders are committed to inclusion and do everything within their power to include all learners as part of the school community
- all learners are included and can access the environment as independently as possible
- there are equal opportunities for all learners
- all staff are well trained and receive continued professional development so that they are confident to support all learners appropriately
- there are effective partnerships with learners and parents which is evident through their participation in assessment and review processes
- learners are involved in the Graduated Approach; assess, plan, do, review process, setting and reviewing targets and identifying their own learning strategies
- learners are helped to understand their own barriers to learning and to value their achievements, this leads to increased confidence and improved participation
- parents are confident that the setting's provision is meeting their child's needs
- pastoral support is available for learners who require it and includes effective strategies to promote well-being
- staff are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them
- staff differentiate to provide suitable learning challenges and cater for different learning styles
- learners have access to provision and resources to meet their needs and overcome barriers to learning, including the use of relevant support agencies/services available under the Local Offer
- learners make good progress from their individual starting points as a result of appropriate allocation and use of resources
- learner's progress leads to better life outcomes
- learners are supportive of each other, and the result is better relationships and improved outcomes
- learners are confident to take risks in their learning further leading to better progress
- staff know when to refer to relevant outside agencies/services to access advice and support
- learners are supported in all aspects of their development leading to greater inclusion and participation
- procedures are in place for ensuring smooth transitions
- learners are prepared well for the future which results in them progressing on to opportunities that lead to better chances in: work, living, health, friendships and relationships
- access arrangements are in place for examinations and national tests



## When Things Are Not Working

### **Schools complaints procedure**

In the first instance, Norfolk County Council expects parents to follow their child/young person's educational settings' complaints policy and procedure.

This usually involves initially contacting your child/young person's teacher or tutor. If you are not satisfied you may then wish to contact the SENCO/Inclusion Manager of the setting. If you continue to be concerned you could escalate your concern to the Headteacher/Principal. Ultimately, you may choose to make an official complaint to the settings Governors/Trustees. This process should be clearly set out in the settings Complaints Policy and Procedure which should be readily available on their website.

### **Support for parents/carers**

If you would like support attending meetings at school or want advice about how to approach your child's school with questions or concerns, there are organisations that can help:

Norfolk SEND Partnership (Information, Advice and Support Service) 01603 704070 - [sendpartnership.iass@norfolk.gov.uk](mailto:sendpartnership.iass@norfolk.gov.uk)

Norfolk SEN Network  
01603 300178 - [www.norfolksennetwork.org](http://www.norfolksennetwork.org)

### **Disagreement resolution**

KIDS SEN Mediation Service:  
03330 062835 - [senmediation@kids.org.uk](mailto:senmediation@kids.org.uk)



## List of Abbreviations

- ASC/ASD Autism Spectrum Conditions/Autistic Spectrum Disorder
- CAMHS Child & Adolescent Mental Health Services
- CCG Clinical Commissioning Group
- C&I Communication & Interaction
- C&L Cognition & Learning
- CPD Continuous Professional Development
- DfE Department for Education
- DoH Department of Health
- EHCP Education Health & Care Plan
- EP Educational Psychologist
- EY Early Years
- FE Further Education
- HI Hearing Impaired
- IEP Individual Education Plan
- LA Local Authority
- LSA Learning Support Assistant
- MLD Moderate Learning Difficulties
- MSI Multi-Sensory Impairment
- OT Occupational Therapist
- PD Physical Disability
- PfA Preparing for Adulthood
- PMLD Profound & Multiple Learning Difficulties
- SALT Speech & Language Therapist
- SENCo Special Educational Needs Coordinator
- SEND Special Educational Needs & Disabilities
- SENDIST Special Educational Needs & Disabilities Tribunal
- SEMH Social, Emotional & Mental Health
- SLCN Speech, Language & Communication Needs
- SLD Severe Learning Difficulty
- SpLD Specific Learning Difficulty
- ToD Teacher of the Deaf
- VI Visual Impairment



## Further Reading

Norfolk's SEND School Funding System:  
supporting inclusion, responding to challenges and  
planning for future growth

- Effective SEN Support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges – a guide for senior leaders in education settings. Ask Research, Coventry University and DfE, 2017
- Transforming Children and Young People's Mental Health Provision: a Green Paper, DoH and DfE, 2017
- Mental Health and Behaviour in Schools: Departmental advice for school staff, DfE, 2016
- Promoting Children's and Young People's Emotional Health and Well-Being: A Whole School and College Approach, Public Health England, 2015
- Supporting Mental Health is Everybody's Business (suite of documents) Norfolk County Council, 2013