

Background

Following the Lamb Enquiry (2009) which looked at parents' responses to special educational needs provision and Ofsted's review of Special Educational Needs and Disabilities (SEND, 2010) the Government is set to implement the 'Children's and Families Act' on 1st September, 2014. This Act makes a number of key changes to children's services that will impact both on schools and within health and social care.

The Graduated Approach to Special Educational Needs

Provision: *A School must: "...use its best endeavours to secure that special educational provision called for by the pupil or student's special educational need is made"*
Children and Families Act 2014, Section 66

Definition of special educational need: *"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her."*
Children and Families Act, 2014 Section 20 (1)

Useful contacts

Somerset Parent Partnership Service (free impartial advice for parents):
[www.somersetparentpartnership.org.uk/](http://www.somersetparentpartnership.org.uk/documents/special-educational-needs)
documents/special-educational-needs
Draft SEND code of practice www.gov.uk

Key Changes

- The Local Authority has a new duty to set out provision provided in the local area in the form of a Local Offer. Schools in turn will document their 'offer' on their school website.
- The categories of School Action and School Action + are to be replaced with a single category of SEN Support.
- The category of Behaviour, Emotional and Social Disability (BESD) is to become Social, Emotional and Mental Health.
- Statements of Special Educational Needs are to be replaced with an Education, Health and Care Plan (EHCP) which may last until a child is 25. The Plan will not continue when the young person attends university or undertakes a full-time scholarship.

- In consultation with the school and Local Authority parent carers of pupils with an EHCP may be able to request a 'Personal Budget'
- There will be a four step model of action for pupils/students with special educational needs: Assess, Plan, Do, Review.
- There will be greater use of focussed, evidence-based interventions for pupils/students with special educational needs.
- There is a new requirement for education, health and social care to commission services jointly.

Our Response

- Within the Tower Learning Community of schools we shall follow the four step model of Assess, Plan, Do and Review (See overleaf)
- There will be close monitoring of students every half term with additional support within school and through outside agencies where appropriate.
- Provision for pupils with special educational needs will follow three waves of intervention:

Wave 1: Inclusive, Quality First Teaching

Wave 2: Targeted catch-up or booster sessions

Wave 3: Additional, highly personalised interventions

Outside Agencies may be involved at any stage. A detailed breakdown of these waves and offers of provision can be found on individual school websites from September 2014.

Partnership with Parent Carers

Within the Tower Learning Community of schools we welcome the views of parent carers and wish to co-produce our provision through discussion with them. If you would like to be involved in a parents' working party then please contact your school's Special Educational Needs Coordinator through their school office.



A Parent Carers' Guide to Changes to Special



Educational Needs in Schools

Horsington Church School

Part of the Tower Learning Community
*Ten schools in Wincanton and Bruton,
working together for a common
approach to ensure that students achieve*

September 2014



Starting Point

High Quality Inclusive Teaching for all children
Wave 1 Differentiation
Wave 2 Intervention

Follow whole School processes used for assessing, tracking and monitoring progress

Inadequate Progress being made

Possible further Wave 2 intervention

REVIEW

4. Impact assessment, along with views of child/parent used to review overall impact of support. Revise plan in light of outcomes.

DO

3. Implement plan. Subject teacher remains responsible for working with child on daily basis and assessing impact of the plan

Wave 3 Additional, highly Personalised interventions
Wave 2 Targeted 'Catch-up' or 'Booster' sessions
Wave 1 Inclusive Quality 1st Teaching

ASSESS

1. Draw on info from above, views of child/parent, external services, additional assessments. Assess against SEN criteria

PLAN

2. Teacher, SENCo, parent, child agree Wave 3 interventions and support/expected outcomes. Record on Pupil Passport. Inform staff

