

SEN Reform Ordinarily Available

June 2014 Conference

Objectives

- To demonstrate the link between the Local Offer and 'Ordinarily Available'
- The implication for Schools with regard to the 'Ordinarily Available'(EY and Post 16 Settings)

Outcomes

- Schools will be equipped to begin the process of developing their contribution to Worcestershire's Local Offer based on the understanding of OA.
- Schools will be confident in the implementation of the Graduated approach.

OA as part of the Local Offer

- The Local Offer will set out comprehensive accessible information about the provision that is available in the areas of education, Health and Social care in Worcestershire.
- It will cover the following:-
 - Universal Services
 - Targeted Services
 - Specialist Services

What does this mean for schools, and potentially other providers of education?

- Schools are required under the SEN Regulations to provide more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.
- The school specific information should reflect the Local Offer and provide more detail about the Services it offers.
- Schools must publish information on their website about the implementation of the School's policy for pupils with SEN. Section 6.79 COP

This should include information on

- Identification and Assessment of Need
- Adaptations to the curriculum
- Reviews of progress with regard to outcomes
- Transition support
- Staffing Expertise
- Extra curricular activities for pupils with SEN
- Destination details

Key Message

- Mainstream schools, Academies and Free Schools must provide evidence of their support for a CYP with SEN, and how they have secured provision for that CYP.
- i.e.- they must demonstrate how the AWPU, and the Notional SEN budget , included within their budgets is used to support a CYP to provide high quality provision whether or not they have a EHC Plan.

Review and Update your SEN Register

- 1.Re-establish a whole school shared understanding of how the school identifies SEN using the CoPfor reference.
 - 2.With teachers, review pupils currently on the SEND record and consider whether there are any than could be removed. Where this is the case consult with parents.
 - 3.Remove SA and SA+ categories and change to SEN Support.
 - 4.Change BESD to Emotional, Social and Mental health
 - 5.Keep a place on the register for noting which external agencies have been involved with a child.
 - 6.Add another column to identify those pupils who transfer to an EHC plan but keep the column that says statement for the time being.
- **Be ready for January 2015 Census**

OA

- Description of the entitlement - All CYP with additional or SEN needs and attending schools in Worcestershire will have a minimum entitlement to OA provision regardless of which schools they attend
- OA encourages and enables school to have a greater focus on creative approaches to Teaching and Learning.
- OA builds on already well established, secure practices evident in the majority of schools.
- It may require adaptations in others.

The Levels of Intervention

- The aim of everyone sitting here is to ensure the progress of their pupils.
- OA through three levels of intervention/ waves supports access to the curriculum thus enabling progress.
- Wave 1- Quality Inclusive teaching
- Wave 2- specific additional time limited interventions- enabling pupils to work at or above age related expectations.
- Wave 3-Targeted provision for a minority of pupils – usually highly tailored interventions to accelerate progress

The Graduated Approach-Securing Progress

Link between Teaching and Assessment



The Graduated Approach

- Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.
- This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.
- This is known as the graduated approach.
- It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

How do I ensure a Graduated Response?

Assess

Do we collect information about every child's attainment and progress as soon as they enter education?

Do we identify pupils who are making less than expected progress and are unlikely – on current performance - to attain at an expected or higher level?

Do we moderate the assessment of pupils attainment levels and target setting in a rigorous way?

Assessment

- standardised tests
- criterion referenced assessments checklists
- profiling tools e.g. for behaviour, SLCN
- observation schedules and prompt sheets
- questionnaires for parents
- questionnaires for pupils
- screening assessments e.g. dyslexia
- specialist assessments e.g. SaLT, EP etc

How do I ensure a Graduated Response?

Plan

Do we have arrangements in place including processes and resources for all pupils to increase their progress and raise their attainment?

Plan

- All staff working with child have **read and understood** the statement/EHC plan and any specialist reports.
- Clear range of **strategies and approaches** to support class differentiation are agreed by all involved.
- Co-production of a plan to address needs with **agreed outcomes** for all targeted provision is produced.
- Any additional **training** for teaching and support staff is arranged.
- Teacher **monitors progress toward meeting agreed outcomes regularly, adjusting** planning where needed.
- SENCo monitors progress termly with all relevant staff, parents and pupil

How do I ensure a Graduated Response?

Do

Do we use quality first training universally for all our students?

Have we creatively adapted our classroom practice?

Have we taken a targeted approach by using evidence based interventions?

Have we sought expert advice for those not making progress?

Do

- How well and how often is the planned LO being met?
- How independently is X able to work? Is it improving?
- How engaged are they in the learning?
- Have they been able to work effectively with peers?
- Have they had an equal amount of my teaching input this week?
- Has the adult support been effective in enabling them to meet planned objectives?
- Are the skills they are developing in targeted provision transferring back in class?
- Am I incorporating advice from specialists?
- Is their behaviour for learning appropriate / improving?
- Are they on-track to meet targets set?
- Have they had the opportunity to work in a variety of groups this week?

How do I ensure a Graduated Response?

Review

Do we accurately monitor the progress of these children on a regular basis?

Are they making good enough progress?

Do we monitor support arrangements, and are they effective in increasing the rate of progress and 'narrowing the gap'?

Do we review support arrangements regularly with regard to their impact on pupil outcomes and make changes if they are ineffective?

Achievement –quantitative / qualitative

- Assessment through use of:
 - -Observation
 - -Work scrutiny
 - -Assessed work
 - -Use of APP
 - -Tests, where appropriate
 - •NC / P level they can achieve independently and consistently
- **Targeted Provision**
 - •Have they achieved agreed targets?
 - •What is the evidence from intervention tracking
 - •Has there been a generalisation of skills transferring back into class work
 - •What are the views of support staff, parents, child
 - •Is there now a renewed view of pupil's needs?

If there is no progress?

- Specialist External Professionals
- Top Up Funding
- EHCP- this should only be considered, and a request made, where the educational provision to meet the needs of CYP can not be made available from resources normally available in the setting.
- All approaches evidenced on Provision map, tried in OA to make the outcomes clear, so the school can demonstrate the support they have provided.

Implications

- Whole staff need to be aware of their responsibilities within the Assess, Plan, Do, Review cycle
- Training Issues
- Requirement to secure appropriate specialist input.