



Brighton & Hove

Special educational needs
and disabilities (SEND) guide
for professionals



Brighton & Hove
City Council

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Introduction

1a) Introduction and purpose to the SEND Guide

Context

This guide has been developed to support SENCOs to fulfil their role in meeting the needs of children with Special Educational Need or Disability (SEND) through their strategic role in identifying, planning and monitoring the needs of children and how to support their progress, making best use of available resources.

Many children will need extra help with their learning at some point, but this does not necessarily mean that they have a SEND. Children and young people have SEND if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from using the facilities generally provided in mainstream schools or colleges.

(Code of Practice 2015 para xiv)

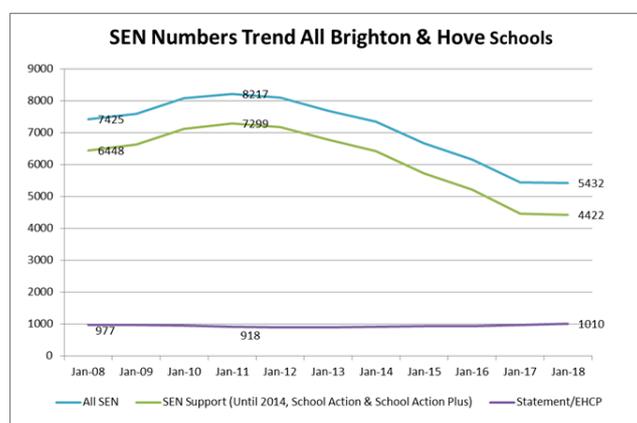
A child under compulsory school age has SEND if he or she is likely to fall within the above definition when they reach compulsory school age, or would do so if they did not receive special educational provision.

Special provision should be made for children and young people with SEND. Sometimes this may only be for a short time and sometimes support will be needed for the whole of someone's life.

January 2018 census showed 5,432 children and young people in Brighton & Hove have identified Special Educational Needs (SEN) which is 16.8% of the school population. Most of these are supported in their local mainstream school or foundation years setting.

The majority of children and young people (CYP) will have their needs met through additional help that is put in place by their setting or school, sometimes with advice from specialist services. Some CYP who have high or complex needs may need an Education Health and Care Plan (EHCP), approximately 3%. All these children are monitored through school's SEN registers which helps identify school patterns to inform success rates of interventions and whole school needs for development and training.

This chart shows the trend in Brighton & Hove SEN CYP numbers since January 2008 (source School Census):



Children and young people with SEND have an increased risk of lower achievement, higher rates of exclusion, incidents of bullying and becoming 'Not in Education Employment or Training' (NEET).

The Special Educational Needs Code of Practice (2015) sets out how parents and young people should be involved in identifying, understanding and taking decisions about special educational needs (see SEND Code of Practice Section 6.48). Parents like to know how their child's school or setting will make decisions about any extra support and what form that support should take. They are also concerned whether their child will be given as much support as they need, and how they can help.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Purpose of this Guide

This handbook is written for schools and settings to help them to identify a CYP's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given. It also sets out expectations of what they should offer for the funding they receive, supporting accountability for use of available resources.

It is intended to help all schools and settings have an increased consistency of approach across Brighton & Hove. It is also an assurance to parents that their child will be given as much support as another child with a similar need in a school or setting elsewhere.

If a school or setting has concerns that a child is finding certain aspects of learning hard or that they are not making the same progress as other children, they can use this guide to help them to bring together all of the information needed to get a more detailed picture of the child's needs.

The guide covers the four broad categories of SEN:

- Communication and interaction needs (C&I)
- Cognition and learning needs (C&L)
- Social, emotional and mental health needs (SEMH)
- Sensory and/or physical needs (S&P)

NB: This guide refers to:

- children and young people as CYP
- uses the term SENCo for all special needs coordinators and other staff who perform that role (e.g Inclusion Coordinators)
- special educational needs and disability as SEND

1b) Our Vision for Equality and Inclusion in Brighton & Hove

The Equality Act 2010

All the city's different communities bring the richness, energy and creativity that make Brighton & Hove such a vibrant place. As a council, we want everyone to be able to contribute to our city and to benefit from what it has to offer. The council and schools in our city play an important role in tackling inequality and respecting and valuing diversity.

The Equality Act 2010 [public sector equality duty \(PSED\)](#) requires the council to show how we have paid conscious attention to the need to eliminate discrimination, advance equality of

opportunity and foster good relations between different people when carrying out all our activities.

The Equality Act defines the 'protected' characteristics that these duties specifically apply to:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and paternity
- Race / ethnicity
- Religion and belief
- Sex / gender
- Sexual orientation

The Council also provides support for schools to ensure that they meet their statutory duties under the Equality Act in line with this [advice](#) from the Department for Education. Disability is defined as:

Someone is [disabled](#) under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. The overriding principle of equality legislation is generally one of equal treatment. However, the provisions relating to disability discrimination are different in that we may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make reasonable adjustments to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can.

The Equality Act makes clear the statutory duty on schools to publish equality information, equality objectives and a disability access plan. Schools with more than 150 staff also need to publish staff equality information.

Within Brighton & Hove we strongly recommend to schools that they apply the social model of disability to their work with children and young people with disabilities:

The social model of disability says that disability is caused by the way society is organised, rather than by a person's impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives. [Scope](#)

'Increasing Equality' is a central principle informing how we plan, finance, deliver, commission and review our services. This SEND Guide supports accurate identification and support for the city's most vulnerable children and young people and their families from preschool to post 16 access to education and training.

For support on developing whole school approaches to disability equality including preventing and responding to SEND bullying and promoting understanding of the social model of disability through PSHE education please email pshe@brighton-hove.gov.uk

Our aspiration is for a more equal city where no-one is left behind, and where everyone shares in the city's prosperity and is respected.

1c) SEN early identification

This guide follows the assumption that best practice to support SEND early identification is applied to meet the educational needs of all children through good quality classroom teaching provided for all learners with best use of support staff. Additional interventions are not a substitute for weak or ineffective practice.

All education providers are responsible for doing their best to ensure that special educational needs are met. This means:

- Teacher's "adapt teaching to respond to the strengths and needs of all CYP" (The Teacher's Standards 2012)
- Teachers are responsible and accountable for the progress and development of the CYP in their class, even where CYP access support from teaching assistants or specialist staff
- Needs are identified early
- Staff ensure that the views of parents, children and young people inform assessment planning and decision making; the SEND Code of Practice places great importance on involving parents, children and young people in decisions.
- Having high aspirations and setting stretching outcomes for learners with SEN identifying what potential barriers to learning may be
- Child and Young Person's (CYP) voice is heard

SENCOs working in partnership with staff would expect to see evidence of the following in their schools when considering individual children's SEND:

- An effectively differentiated curriculum
- A range of individualised assessment and screening 'tools' to support closer identification of need including:
 - standardised tests
 - criterion referenced assessments checklists
 - profiling tools
 - observation schedules and prompt sheets
 - questionnaires for parents
 - questionnaires for CYP
 - screening assessments
- Data is gathered to identify precisely where children and young people with SEN are in their learning and development to inform planning for their next small steps
- Putting in place effective, evidence based interventions individually tailored to needs
- Progress towards goals are tracked regularly, reviewing the appropriateness of provision
- Good transfer of information from between teachers in schools
- Good transition of information between feeder schools/nurseries shared prior to CYP arriving in school, allowing provision to be in place on arrival.
- Good preparation for moving on to post school education and training providers/FE – information is shared to inform and plan for effective transition
- A range of external specialists is used as and when required through clear access arrangement (e.g. referral, consultation, Service level Agreements)
- Identification of staff training needs in SEND is embedded in continuous professional development planning to support staff ability, knowledge and understanding of identifying CYP's emerging difficulties as early as possible and know how to respond
- CYP access a full range of school activities and support for access to out of school activities is available where appropriate.
- It is important to establish if a child who has English as an additional language (EAL) and causing concern is demonstrating expected EAL patterns of development or whether their delay or difficulties are beyond their EAL needs. An Ethnic Minority

Achievement Service specialist teacher can be involved to assess and observe a CYP and can support in early identification unpicking any confusion between normal EAL development and SEND. Best practice would be to engage this type of support early on when there are concerns around an EAL child to avoid delay of early identification of any additional need.

1d) Role of Special Educational Needs Co-ordinators in schools

What is a Special Educational Needs Co-ordinator (SENCo)?

A SENCo needs to have the strategic overview of a school's SEN policy and practice as they hold responsibility for the day to day practical implementation by all teaching and support staff.

Does the SENCo have to be a qualified teacher?

The Special Educational Needs and Disability Regulations 2014 states that governing bodies of maintained mainstream schools and proprietors of mainstream academies and free schools must ensure the SENCo is a qualified teacher employed by the school.

Should the SENCo hold or be working towards the National Award in Special Educational Needs Co-ordination?

The SEND Regulations 2014 state that if a person becomes a SENCo at a relevant school after 1 September 2009, and has not previously been employed in the role of SENCo in that school, or any other school, for a period of 12 months or more, the appropriate authority [governing body] must ensure that if they are the SENCo at the school after the third anniversary of being appointed, they hold the relevant qualification.

A National Award in Special Educational Needs Co-ordination must be accredited at post-graduate level by a recognised higher education provider. The course selected should be equivalent to 60 post graduate study credits. When a SENCo is appointed, and provision is made for them to study for an award, the school should ensure the chosen course meets the necessary outcomes and will equip them to perform the duties outlined in the DFE Special Educational Needs and Disability Code of Practice.

Should the SENCo be part of the school leadership team?

The SENCo can perform their role most effectively if they are part of the school leadership team. However this will be dependent on size and capacity of the school.

The SENCo should have direct access to the school leadership team with the support of the head teacher. They have an important role to play with the governing body and head teacher in the development of the strategic SEN policy and overall provision for SEN in the school. SENCo involvement in school SEN notional budget planning supports mapping of SEN provision.

What are the responsibilities and provisions of the SENCo?

The SENCo is responsible for the strategic development of the schools' provision for CYP with SEND.

They facilitate the daily implementation of the SEN policy and the specific provisions made to support CYP with SEN including those with Education Health Care Plans. They should ensure the school keeps the records of all CYP with SEN up to date.

The SENCo will work with the head teacher and the governing body to ensure the school's responsibilities are met under the Equality Act [2010] with reference to reasonable adjustments and access arrangements. They also work with the head teacher and governing body to advise on the deployment of the school's delegated budget, other resources, and the graduated approach to providing SEN support to ensure the needs of CYP are met.

The SENCo works closely with, and is a key point of contact for, parents, other educational establishments, Educational Psychologists, specialist education support services, health and social care professionals and independent and voluntary bodies. They will be aware of the Local Offer and provision within it and need to be able to work with other professionals to provide a supportive role to families to ensure CYP with SEND receive appropriate support and that the teaching is of a high standard.

The SENCo will act as the lead professional in multi agency working, unless otherwise specified, depending on the presenting needs of the CYP.

The SENCo will also liaise with possible providers of the next stage of education for a CYP with SEND and ensure both they, and their parents, are informed of options to plan a smooth transition.

The SENCo will provide professional guidance to colleagues and where looked-after children have SEND, the SENCo will liaise with the designated teacher.

Should the SENCo have additional time to carry out their duties?

It is the responsibility of the school to ensure that sufficient time away from teaching and resources are allocated to the SENCo to enable them to carry out required functions in the same way as other important strategic roles within the school. Ideally some administrative support would be made available for SENCos where possible.

What if a small school does not have sufficient resources to employ a SENCo?

A number of small schools could employ a SENCo together to work across the schools, as long as they meet the requirements set out in Chapter 6 of the Special Educational Needs and Disability Code of Practice. The schools can consider such an arrangement as long as the SENCo receives sufficient time away from teaching and administrative support to enable them to perform the role effectively for all of the registered children in each of the schools. The shared SENCo role should be reviewed regularly to ensure its effectiveness.

How should SENCos offer support for families?

SENCos will take responsibility to develop their expertise to ensure they can support families and signpost them to appropriate support.

They will develop partnerships where accountability of parent/carers is understood in relation to their role in meeting their child's needs.

At times it may be appropriate for the SENCo to act as an advocate for families, whilst remaining aware of the boundaries of their role and signposting to other services such as Amaze and Front Door For families.

Where do SENCos go for support?

Schools will offer internal lines of management as well as access to a relevant qualification.

Brighton & Hove offer all SENCOs regular forums (preschool, primary, and secondary/FE) throughout the year where local issues are shared. These act as opportunities to share national and local policy and initiatives in the area of SEND and for sharing of information between SENCOs.

A SENCO Induction Programme is offered alongside the National Award schemes which is an opportunity to reflect with other local SENCOs new to the role and to learn of local procedures.

The city has several clusters and SENCOs meet within the clusters for local links.

SENCOs can be linked with more experienced SENCOs to offer peer support.

1e) Introduction for parents and carers

If you are a parent of a child with SEND we are delighted that you are looking at this SEND guide. The guide has been written to help schools and education settings, and is open to parents too. By sharing with parents we are making sure the same information is available for families, teachers and other professionals working with your children.

It is a detailed procedure guide for schools and uses language familiar to those who work in education which means it not always be easy to read. If you come across something you don't understand fully ask the SENCO at school or Amaze, who are the local information advice and support service for SEND. The Local Offer is a good place to go for more information too. <http://amazebrighton.org.uk/>

In Brighton & Hove there is a strong commitment to working with parents and carers so you are actively involved in decisions around your child's SEND. This is the clear message of the SEND Code of Practice (2015) which sets out how parents and young people should be involved in identifying, understanding and taking decisions about special educational needs.

Parents quite rightly like to know how their child's school or setting will make decisions about any extra support their child needs and what that support will look like in practice. This Guide may help you understand this. Many parents find it helpful to understand what a school is basing decisions on. It can sometimes be reassuring and also helps you ask informed questions about your child's support and progress.

Some sections of the Guide will be more useful to you as a parent than others. Section 3 will help you understand how your child's school should identify that your child has SEN and then respond to those needs through SEN Support. It sets out the range of action ("interventions") a school should use for each of the main areas of additional need and what to try next if they don't make progress.

Not all of the guide will be relevant for every child but it could help you discuss what is being used with your child. If you are wondering if your child needs an Education Health and Care Plan (EHCP) you could look at the suggestions for their type of need and compare this with your child's current support. This section also explains the process for schools requesting assessment for an EHCP and how the local authority makes decisions.

If you have time to read the whole Guide you will get a good picture of how SEND should be handled by all schools and settings across the city. We hope you will find it interesting and use it to help you work with your child's school to help your child get the best out of their education.

2 SEND identification and data management

2a) Code Of Practice 2014 broad areas of need

The Special Educational Needs (SEN) Code of Practice (2015) sets out guidance and expectations in relation to identifying, assessing and providing for children and young people with special educational needs. [SEND code of practice: 0 to 25 years - GOV.UK](#)

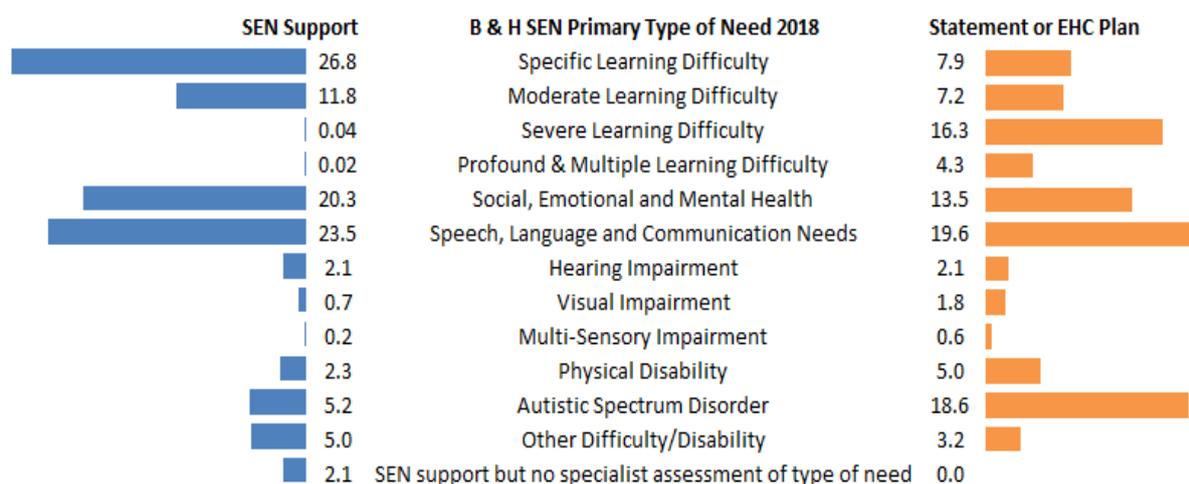
Special educational provision goes beyond normal differentiated and personalised teaching and learning approaches; it is individual provision that is additional to or different from that made for other children of the same age.

Schools will have a range of interventions available for all children to support their progress, such as booster groups, which is separate from SEND support. The most effective means of diminishing the difference is through high quality, carefully differentiated and inclusive teaching.

The majority of children and young people with SEND will have their needs met in a mainstream setting and will not need an Education, Health and Care Plan.

In Brighton & Hove census information is collected 3 times a year. January 2018 data identified that 5,432 (16.8%) of children and young people have been identified as having special educational needs (SEN) with approximately 3% supported through an Educational Health Care Plan.

The percentage of CYP with each primary type of need who were identified as SEN in January 2018 (either on SEN support or with a statement or EHC plan) in state funded primary, secondary and special schools in Brighton & Hove is represented below:



A brief description of the four broad areas of need from the Code of Practice follows. Many children have needs in more than one area, and every child is different; often the area of need given for a particular child is their 'prime' area, with additional areas of need.

Always look at the individual child and their range of need when thinking about how best to support them, with the focus on what can be done to support progress, rather than which category a child 'fits'.

Communication and interaction

6.28 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.

6.29 Children and young people with Autism Spectrum Disorder/Condition (ASD/ASC), 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.

Cognition and learning

6.30 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), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

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.

6.33 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 CYP. The Department for Education publishes guidance on managing CYP's mental health and behaviour difficulties in schools.

Sensory and/or physical needs

6.34 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

6.35 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.

2b) When to add a child/young person to the SEN register?

SEN registers are planning and monitoring tools for SENCoS which supports year on year data comparison, allowing for trend analysis informing school needs as well as individual support plans for children and young people (CYP).

- Schools will follow the SEN early identification approaches as outlined in section 1c.
- Application of the 'assess, plan, do, review' cycle will highlight where teachers have concern of CYP's progress. They will liaise with the SENCo through school monitoring protocols using CYP data to analyse progress.
- If a teacher and SENCo identify the CYP has SEN they would consult with parent/carers.
- Following discussion with parent/carer the school's management information system (MIS) should be updated with data added/adjusted to match identified need.
- MIS data identifies CYP with SEN to track and monitor their achievement, attendance and progress.
- Staff add CYP with physical disability to the schools' MIS to allow for monitoring and tracking.
- Staff to assess whether the CYP's presenting needs are due to EAL alone rather than a SEN
- Staff would use the agreed definitions of codes for SEN Support, EHCP/Statement and disability as below:
- A diagnosis or disability alone does not indicate a child has SEND.

| |
|---|
| K CODE (SEN SUPPORT)* |
| <ul style="list-style-type: none"> • Children whose progress is significantly below their peers, despite consistent school experience and with strong evidence of plan/do/review cycles using evidence-based intervention • Children who are on a clear diagnostic pathway / being assessed by an outside agency or specialist • Children with any diagnosed condition which impacts upon learning academically or socially |
| E/S CODE (EHCP/STATEMENT) |
| <ul style="list-style-type: none"> • Children whose specific needs and ability to make progress is so impaired that the school plans bespoke support costing £6k+ and the child has an EHCP or statement |
| D CODE (DISABILITY) |
| <ul style="list-style-type: none"> • CYP with mental or physical impairments** which have a substantial and long-term adverse effect on the ability to carry out day-to-day activities and who do NOT have SEN (eg facial disfigurements; some physical disabilities; some health difficulties eg epilepsy, sensory impairment, where not effecting learning). <p><i>**asthma is cited as a long term medical condition however only those who regularly need medication or whose asthma is managed by regular medication will be noted as disabled in a school's MIS (as schools have many children who are prescribed blue (reliever) asthma pumps only and who very rarely/never need them)</i></p> |

<https://www.gov.uk/government/publications/school-census-2017-to-2018-guide-for-schools-and-las>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/673780/2017_to_2018_School_Census_Guide_V1_6.pdf

2c) What information to put on the register?

- The DfE school census uses a wider range of categories of need to the four broad categories in the Code of Practice 2014.
- The SENCo's role is to ensure the best fit descriptor is used for CYP's prime need based on their knowledge of that child, developed in partnership with parent/carers. This is not always determined by external specialist assessments, but established through the assess, plan, do review cycle in school.
- The SEN census category should link to the CYP's need that affects their access to the curriculum and/or social emotional development and leads to their requiring additional and different support over time.
- The following offers support for consistent use of categories when adding data to school SEN records/census.

| Census category | COP Area of need | Notes |
|---|-------------------------------|---|
| Autism Spectrum Disorder ASD *this term is used in SIMS, but the preferred term by many is autistic spectrum condition (ASC) | Communication and Interaction | A diagnosis would be required from health of Autism, Autism Spectrum Disorder/Condition, or Asperger's Syndrome. |
| Hearing Impairment HI | Sensory and/or Physical Needs | A diagnosis from the audiology department would identify type and degree of hearing impairment. The BHISS sensory needs team would advise on the level of support required for a child with HI. Some CYP will have links with the BHISS sensory needs team and be identified as D code whilst not being on the SEN register depending on the impact of their needs. |
| Moderate Learning Difficulty MLD | Cognition and Learning | DfE notes a child/young person would 'be declared to have a moderate learning difficulty'. Other terminology used is global learning difficulty and general learning difficulties. Indicators include: <ul style="list-style-type: none"> • Difficulties accessing the core curriculum areas over time despite access to appropriate intervention • Working well below national expectations in the majority of the curriculum • Slow rate of progress noted over time despite intervention. • Cognitive assessments might be completed which indicate a low level of global learning needs. <p>This is not to be confused with a 'mild' learning difficulty or under performance, and assessment would be required to indicate the presence of a moderate learning difficulty.</p> |
| Multi-sensory Impairment MSI | Sensory and/or Physical Needs | A diagnosis from the audiology and ophthalmology department would identify the type and degree of hearing and visual impairment. The BHISS sensory needs team would advise on level of support required. |

| | | |
|---|-------------------------------------|--|
| SEN Support but no Specialist Assessment of type of Need NSA | Not yet specified | NSA code could be used when a child is young/new to school and the assess, plan, do review cycle has not yet helped to determine prime area of need. It should not be used just because a CYP has not had an assessment from an outside agency. |
| Other difficulty / disability OTH | Varied depending on difficulty | This would be used when a CYP's presenting need does not fall into any of the other identified categories. |
| Physical disability PD | Sensory and/or Physical Needs | A CYP's physical disability would be such that they require additional and different support to enable them to access the curriculum. Some CYP with physical disabilities may be represented in D, and not be on the SEN Register. Some CYP may be identified as having sensory processing difficulties which significantly impact on their access to learning and may be represented in this section (as advised by an Occupational Therapist). |
| Profound and Multiple Learning Difficulty PMLD | Cognition and Learning | A multidisciplinary team would identify a CYP as having PMLD. |
| Social, emotional and mental health SEMH | Social, emotional and mental health | Includes CYP with challenging behaviours, social difficulties, and emotional and mental health needs which are not identified as being a direct result of another prime need (eg ASC, SLD). This code includes CYP where their primary need is identified as Attention Deficit Hyperactivity Disorder / Attention Deficit Disorder (ADHD/ADD). |
| Speech, language and communication needs SLCN | Communication and Interaction | Includes CYP with identified difficulties with aspects of SLCN which affects access to the curriculum; including receptive, expressive language difficulties, and social communication difficulties. |
| Severe Learning Difficulty SLD | Cognition and Learning | CYP has an assessed identified severe level of learning difficulty. |
| Specific Learning Difficulty SPLD | Cognition and Learning | Process of assess, plan do review indicates the CYP has a difficulty that affects one or more specific aspects of learning and encompasses a wide range. This can be diagnosed/ identified via outside agencies. Eg Dyslexia (see B&H dyslexia policy) Dyscalculia Dyspraxia / Developmental Coordination Disorder (DCD) Specific processing and memory difficulties |
| Visual impairment VI | Sensory and/or Physical Needs | A diagnosis from the ophthalmology department would identify type and degree of cerebral visual impairment (CVI) or ocular impairment. The BHISS sensory needs team would identify the level of support required for a child with VI. Some CYP will have links with the BHISS sensory needs team and be identified as D code whilst not being on the SEN register depending on the impact of their needs. |

2d) How to put data on the register

It is important to record CYP SEN data accurately in school information systems for contextual, funding and tracking purposes.

- Identifying a need and clarifying the SEN type (DfE category) needs to be done by appropriately qualified teaching staff, with support of SENCo/INCo and not by office or admin staff.
- When a new need is identified, the data changes should be made in a timely manner as and when they occur, without waiting for the next School Census, which takes place three times a year in October, January (most detailed information collected) and May.
- Schools and settings should carefully consider who records the data in school. It is recommended for sustainability, that more than one person should be trained in understanding and recording SEN data, but that no more than a few members of staff should be responsible for the recording at any one time.
- All relevant staff should have a good shared understanding of the codes and data and follow the local and national guidance and processes.
- Recording of the SEN data in a school's management information system (MIS) should be accurate and completed in a timely manner. As at 2017, nearly all Brighton & Hove Schools use a system called SIMS but there are different products available to schools and they decide which one to use. Training to support with this is available from the Schools ICT team.

2e) When to remove a child/young person from the SEN register

Schools will have SEN/Inclusion policies which identify the 'assess, plan, do' review cycle of tracking progress. The SENCo plays a key part in the understanding of the SEN profile of the school and the needs of the individual children, therefore they need to understand their data recording and tracking systems well.

Measuring and tracking/monitoring progress will include:

- Academic assessment data
- Progress rate / points progress / data on exclusions, attendance
- Impact of interventions (eg. ECaR, BHISS literacy support, ECC/Numbers Count, Nurture –Boxall, Talk Boost)
- Identification of when a CYP should be removed from SEND data sets (eg outcomes defined)

School staff will keep parent/carers informed through regular communication. If a CYP is deemed to no longer be on the SEN register/record, systems need to be updated.

It is good practice to continue to monitor these CYP and track their progress to ensure they continue to be able to access their learning. Schools set up their own systems for doing this, usually within their management information systems (MIS).

An overview of the level of need identified and support indicated in each area of COP can be found in SEND Graduated Approach section of this guide to help with consistent practice across schools/settings.

2f) Use of SEN data, reporting and benchmarking

The school management information system (MIS) allows for monitoring of all children. However, this might not be sophisticated enough to manage the level of data analysis and comparison required for the SENCO to fulfil their strategic overview of CYP progress and success of interventions being used. SENCOs need to be proactive in their role, acting as a forensic analyst on data sets to inform the policy and practice of the school.

SENCOs should consider the following:

- I. Audit**

It is good practice for the SENCO/Senior Leadership Team to audit the SEN records in a schools' MIS to ensure the CYP on the SEN register are correctly recorded and that the information is current and up to date.
- II. Reporting**

Schools can run pre-defined reports and also create their own SEN CYP reports from their MIS
- III. Benchmarking – National and other schools benchmarking**
 - a. Sharing local data – the Brighton & Hove School Local Authority level information is shared within Families, Children and Learning teams and with schools
 - b. School level data - Brighton & Hove school level SEN information is shared via the Educational Psychologists and SENCOs. This provides context on a schools proportion and type of SEN and the ability to compare with other local settings.
 - c. National data – National benchmarking of Local Authority level data, England overall data and statistical neighbour authorities, is done by the Schools Data Service and shared with relevant teams and colleagues. The source data is publically available via Statistical First Releases published by the DfE here <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>
- IV. Over and under-identified SEN groups**
 - Systems of identification and assessment are required for all categories to ensure accurate data is being recorded.
 - The school level data is reviewed and feedback passed on, usually via the linked Educational Psychologist.
 - Where the data does not match what would usually be expected or there appears to be over or under identification, this will be discussed with the setting and understanding of diagnosis, categories and recording checked.
 - CYP with EAL can be at risk of late identification of SEND if practitioners are not able to identify when delay or difficulties are beyond normal development expected for a child with EAL. EMAS can support with early SEND or EAL assessment.

3 SEND Support

3a) Introduction to the SEND team

Also see section 2a of this guide which gives an overview of the Code of Practice. The majority of children and young people with SEN will have their needs met in a mainstream setting and will not need an Education, Health and Care Plan (EHC Plan).

The Local Authority is required to conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for a child or young person in accordance with an EHC Plan (The Code of Practice 2014 paragraph 9.3). The EHC needs assessment should follow on from planning and provision already undertaken with parents/carers and young people in conjunction with early year's providers, schools, post 16 institutions and other providers.

The need for an assessment is likely to be triggered when it is clear that the special educational provision required to meet the CYP's special educational needs cannot reasonably be met within the resources normally available to the early years providers, school, post 16 institution or other provider.

When taking into consideration whether an EHC assessment is necessary, the local authority should consider whether there is evidence that despite the setting taking relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person they have not made expected progress (see paragraph 9. 14 of the Code of Practice 2014).

The SEND team is the Local Authority's point of contact for a family and professionals around a child as they go through the process of requesting and, if approved, having an assessment of the CYP's education, health and care needs.

The team is led by the Head of SEN Statutory Services, Deputy Head of SEN and casework managers with responsibility for day to day operations of the SEND Casework Officers.

SEND Casework Officers manage a caseload of children and young people with special educational needs and disabilities (SEND). The role involves coordinating the assessment for, writing and reviewing Education and Health Care Plans (EHC plans) as set out in the [Children and Families Act 2014](#) and the SEND Code of Practice 2015, and to ensure that CYP have a robust transition in to further education and onto adulthood.

The SEND team works closely with schools, particularly SENCos, to support them in the EHC Plan application process. Each setting has an allocated SEND Casework Officer and the team is divided into those primarily responsible for CYP aged 0 to 13 or CYP aged 14 to 25.

The SEN Panel reviews all requests for statutory assessments on a weekly basis. The panel consists of a range of professionals from schools, health, support services, voluntary sector and the SEN team. The panel follows an agreed protocol to support quality assurance and consistent and fair decision making.

3b) Graduated approach framework

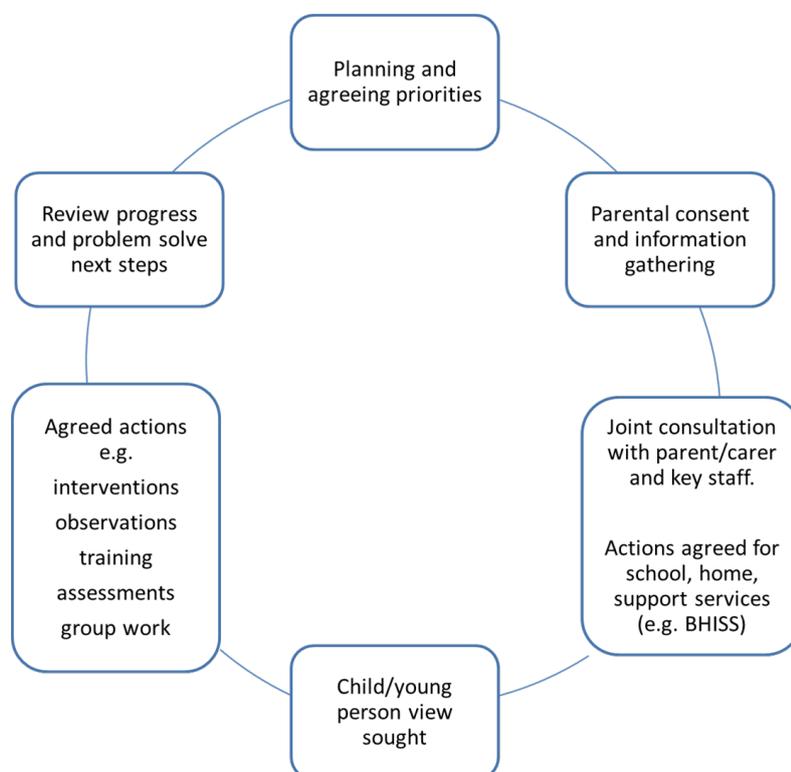
i) SEN Support and the Graduated Approach

The Code of Practice describes 'SEN Support' being required where a CYP is identified as having SEN. To enable the CYP to participate, learn and make progress schools should take action to:

- remove barriers to learning
- put effective special educational provision in place.

SEN support should arise from a four part cycle, known as the **graduated approach**, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the CYP's needs and of what support the CYP needs to make good progress and secure good outcomes.

The four stages of the cycle are: Assess, Plan, Do, Review.



The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential SEND has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the CYP's learning.
- Continual reflection on approaches to meeting the CYP's needs leads to a growing understanding of strategies that enable the CYP to make good progress and achieve good outcomes.

In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

It is expected that all settings will involve and work in partnership with a range of agencies to support CYP at **SEN Support**. These may include:

- BHISS (Brighton & Hove Inclusion Support Service including Educational Psychologists, Primary Mental Health Workers, specialist teachers and practitioners for early years, language, literacy, Autism Spectrum Condition, sensory needs, and behaviour)
- Outreach specialist services
- Speech & Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Therapy Service
- Child Development Centre
- Child/young person with Disabilities social worker
- Agencies from the Voluntary Sector

The SEND Code of Practice makes it clear that class and/or subject teachers are directly responsible and accountable for all CYP in their class(es), even when CYP are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. The responsibility and accountability for the progress and development of CYP with SEN lies with the class or subject teacher, not with the SENCo or the learning support department.

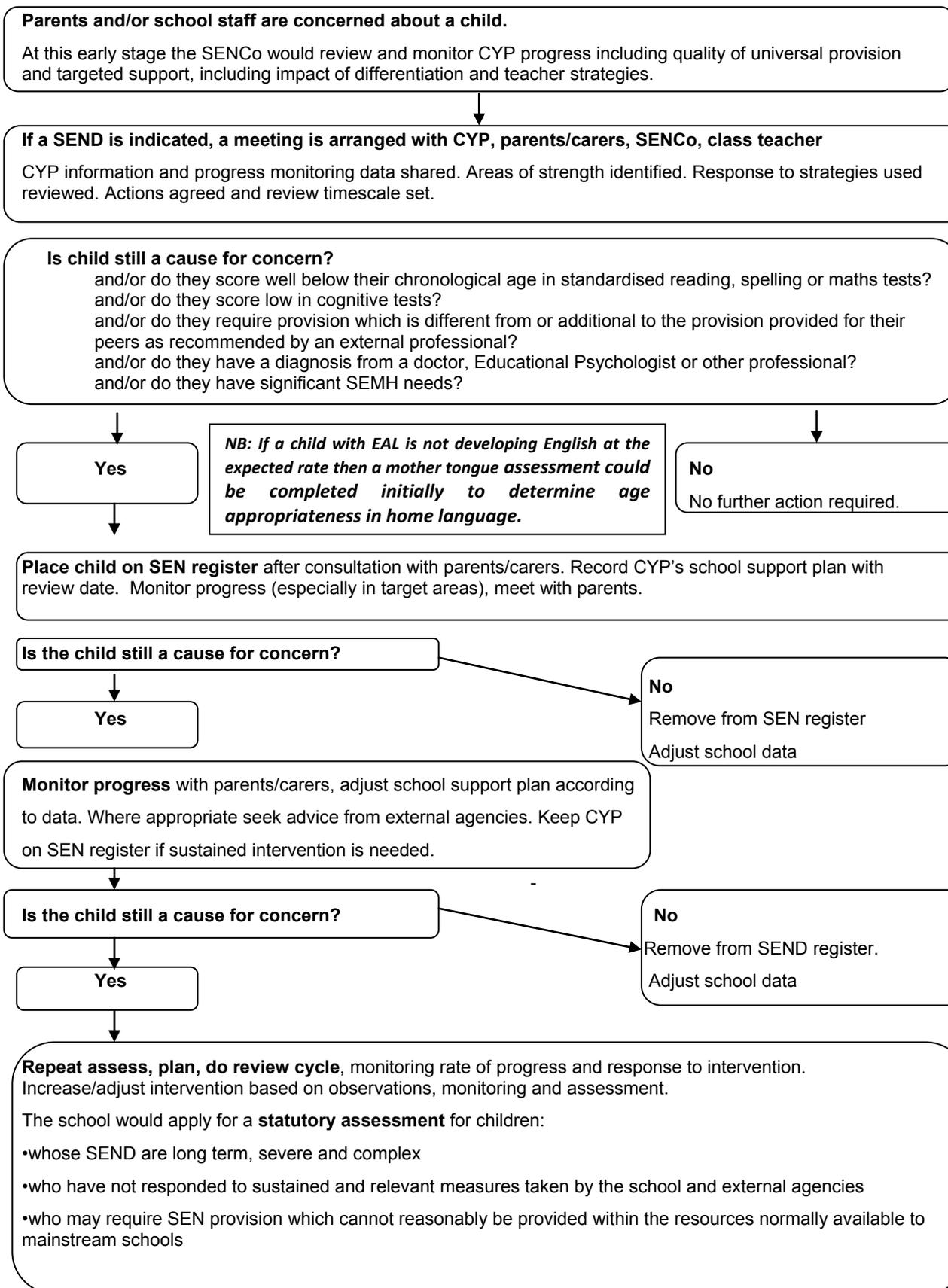
This is firmly embedded in the Teachers' Standards (2012) and the new Ofsted framework.

More information about the Assess, Plan, Do, Review cycle can be found at:

<http://www.nasen.org.uk/utilities/download.F11A6869-BE1E-41B6-9A936F5FECD985A.html>

We, as a city, in consultation with our schools, education professionals and parents, are implementing a Graduated Approach Framework which is detailed in the following pages.

ii) Identification and monitoring of progress - Assess, Plan, Do Review Cycle



iii) Mapping support to need – Best use of available resource

- SENCOs strategic role links to their need to ensure support and interventions used in the school are best value for money with best outcomes for CYP.
- SENCOs would be completing cost analysis based on specified outcomes and amount of progress made, monitoring if the interventions/support is being implemented as required for best impact.
- In addition to impact of specified interventions, SENCOs would review whether new skills/progress is transferred / maintained in the class.
- The SENCO would have strong links with the school finance manager to support this analysis of costs.

An intervention is defined as a short term, focused teaching programme with specific intended outcomes, aimed at a particular individual or group who have needs in this area, and that this is additional to everyday teaching.

Ofsted will look specifically at the progress and attainment of CYP with SEND, as well as vulnerable CYP and those CYP in receipt of CYP premium (where we often see some overlap with SEND).

Ensure the interventions chosen have the potential to meet the identified need. Look to ensure interventions are evidence-informed, have clearly defined frequency and length and an appropriate and available space to be completed.

Training required should be planned for and intervention planning should use assessment for learning and link back to classroom context.

Assessment and evaluation should include entry and exit data.

The following are links that offer advice regarding research, impact and cost to support SEND planning:

<http://www.sendgateway.org.uk/>

<https://fft.org.uk/>

[Communication trust](#)

<https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf>

<http://maximisingtas.co.uk/>

<https://www.gov.uk/government/publications/special-educational-needs-support-in-schools-and-colleges>

<http://educationendowmentfoundation.org.uk/>

<https://eric.ed.gov/>

3c) The Graduated Approach Framework: criteria and suggestions for levels of support

When considering a CYP's needs the setting or parent/carers or CYP should be mindful of using the four categories set out below:

- I. Communication and Interaction
- II. Cognition and learning
- III. Social Emotional and Mental health difficulties
- IV. Sensory and/or physical difficulties.

Notes:

SENCOs are reminded that CYP with EAL may be complex to assess for SEND. There is training available from EMAS around EAL or SEN that schools can access. Specialist EMAS teachers can also support with this early unpicking of EAL elements to a child's learning. Bilingual assistants can support in assessing mother tongue of a newly arrived CYP and home school liaison officers can support families to understand the processes involved with SEND and school. Home school liaison officers can also ensure parent/carer and CYP voice is meaningfully included throughout the process.

SENCOs to draw upon wider school resources when considering meeting CYP need's, such as access to extra-curricular activities.

Many thanks and acknowledgments to West Blatchington Primary School and Rachel Tuck (SENCo) for sharing their established graduated approach system for SEN support which was developed with help from a range of support services. The school's successful model formed the basis of the following framework.

Communication and Interaction framework

Please note even though the strategies for CYP support are colour coded for the possible specific area of language difficulty many strategies are supportive for children with any area of difficulty

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| Orange – receptive language(understanding) and auditory memory CYP may have difficulty attaching meaning to words and developing concepts or have difficulties understanding complex grammar or implied meaning | Green – expressive language (talking) CYP may have difficulty accessing vocabulary, using complex grammar, organising ideas, structuring sentences and conveying intended meaning |
| Purple – semantic and pragmatic language CYP may have difficulty with the meaning of what is being said and the ability to use language in social situations | Red - Speech CYP may also have a phonological/speech difficulty which affects the ability to produce intelligible speech. |
| Blue – strategies and advice that can relate to all 3 areas of language | |

| | Indicators | CYP support | Adult involvement | Outcomes |
|--|--|--|---|---|
| S t a g e 1 | <ul style="list-style-type: none"> Staff and parental concerns Varied indicators see below Inattentive on carpet Unable to follow verbal classroom instructions Unable to start a task Unable to complete a task Does not volunteer verbal answers to whole class questions Has difficulty learning new vocabulary/words Cannot recall key information that has been given in class Confuses words that sound similar or have similar meanings Using lots of non-specific | <ul style="list-style-type: none"> Use grouping strategies flexibly to promote independent learning and provide general support for self-esteem/confidence building Differentiation for curriculum access and independent learning: regulate pace and amount of language used, allow response time, time for consolidation and over learning Use visual aids and concrete resources Check seating position on carpet and table Saying the child's name to gain attention before giving an instruction Visual timetable Visually supporting instructions (first, next, last) Chunking language Slowing down pace of delivery Teach and encourage verbal rehearsal | <p>Class/subject teacher Support staff Parent/carers CYP</p> <p>Refer to universal Training provided by BHISS SEN Specialist Teachers and Speech and Language Therapy Service e.g SLCN awareness and strategies</p> | <p>Improved progress</p> <p>Improved engagement</p> <p>Improved relationships</p> <p>If outcomes not reached progress to Stage 2 using the school internal systems to highlight the need for additional support to the SENCo.</p> |

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| | <p>language e.g. thingy, that one, etc</p> <ul style="list-style-type: none"> • Difficulty organising what they want to say • Difficulty using pronouns and the correct verb tenses in their spoken language • Difficulty sequencing and organising an oral narrative, e.g. information might be given in the wrong order, may miss out who, where or what happened <ul style="list-style-type: none"> • Difficulties with eye contact, turn taking, topic maintenance • Difficulty with sharing objects and talk space with their peers • Difficulty understanding how others might feel • Difficulties with social skills that affect relationships with peers and unfamiliar adults • May find conversation difficult and have difficulties timing remarks and initiating conversation • Appears anxious • Difficulties understanding social cues and non-verbal cues • Difficulties understanding non literal language <ul style="list-style-type: none"> • Pronounces words incorrectly • Struggles to acquire phonics | <ul style="list-style-type: none"> • Mark important information that the child needs to retain • Define key words simply and recording visually • Use mind mapping to record information given verbally <ul style="list-style-type: none"> • Use forced choices (Is it x or y?) • Model back correct language • Use pre-emptive questioning • Use narrative resources • Communicate In Print for general classroom resources <ul style="list-style-type: none"> • Saying the child's name to gain attention before giving an instruction • Attention and listening prompt cards • Adult modelling • Support during less structured times as needed • Explicitly model social interaction skills, e.g. turn taking • Refer to rules of interaction and social skills throughout the school day <ul style="list-style-type: none"> • Refer to chronology of speech sound development information sheet. • Use speech screen • School Start speech group • Cued Articulation • Model back correct pronunciation emphasising target sounds | | |
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| <p style="text-align: center;">Stage 2 Register SEN Support</p> | <p>Despite stage 1 support and individualised support there are persistent difficulties with the indicators above.</p> <p>A child may have had previous involvement with speech and language therapy, may plateau in learning, and parental concerns are ongoing.</p> | <p>Use Stage 1 strategies and:</p> <ul style="list-style-type: none"> • Complete SLC Progression tool • Discuss CYP at speech and language action planning • Use information from progression tool and seek advice from BHISS/SLT to plan support • Access BHISS/SLT training & advice for staff • Talk Boost / School Start • Pre teach vocabulary • Run vocabulary groups • CIP for individuals • Photographic or video recording • Memory Magic • Mind mapping for recording • Individual word mats • Sound mats • Writing frames • Use Narrative Approach • Individual cards for active listening • Use of social stories and comic strips to develop understanding • Targeted support to understand emotions in others and develop self-regulation of own emotions • Social communication checklist may be completed, and possible referral to SSV for social communication assessment • Run social skills group • Use Talk About resources • School Start groups • Increased phonics interventions • Use information from speech sound development chart • Individual speech work • Refer to SLT | <p>Class/subject teacher Support staff Parent/carers CYP BHISS SEN specialist teacher Speech and language therapist SENCo Ethnic Minority Achievement Service</p> <p>Staff to attend BHISS/SLT training on possible interventions:</p> <ul style="list-style-type: none"> • School Start • Talk Boost • Narrative Approach • Memory Magic • Vocabulary • Active Listening | <p>As above-</p> <p>Made progress within interventions from entry to exit.</p> <p>Evidence of CYP using strategies learnt in the intervention back in the classroom/ playground</p> <p>CYP added onto SEN register</p> <p>If outcomes not reached progress to Stage 3</p> |
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| <p>Stage 3 On SEN Register- increased support</p> | <p>As above and have made limited progress at Stage 2 with continued language needs that impact on access to curriculum & functioning</p> <ul style="list-style-type: none"> • Needs visual support to process language according to intention • Predictions may be poor • Frequent misunderstandings • Repetition and simplification needed • Uses simplified language and vocabulary • Ideas/conversations may be difficult to follow, with the need to request frequent clarification • Social interaction difficulties affect performance in most situations and friendships • Does not transfer strategies • Behaviours and self-esteem may be affected • Experiences difficulties in sustaining engagement • Difficulty in making connections between concepts and generalising/ applying skills learnt in new situations • Difficulty in understanding 'unwritten social rules' and adjusting behaviour appropriately to various social contexts. • Difficulties access/ participate in whole class teaching, collaborative / paired work, and unstructured time. | <p>Strategies as in Stage 1 and 2 and</p> <ul style="list-style-type: none"> • Access to additional and different arrangements individually or small groups • Structuring both classroom and unstructured times to support positive peer interaction • Access to ICT and specialist equipment • Structured teaching building on the CYP established knowledge • Variety of practical materials and experiences to support learning • Rate and complexity of curriculum reflects CYP level of language competence • Collecting information from parents and planning provision and if concerns around social communication then the checklist to be completed if not already • It may be appropriate for individual support within the classroom to enable the CYP to participate within differentiated classroom activities • Develop Pupil Passport/Portrait with the CYP • Teaching to support age appropriate life skills • environmental adaptations to minimise impact of sensory distractions and differences • Planned opportunities which promote application and generalisation of learning • Personalised reward systems and/or work systems, to facilitate independent learning and management of change • Targeted teaching of specific social communication and interaction skills to enable application and generalisation (e.g. social rules and scripts, role play). | <p>Class/subject teacher Support staff Parent/carers CYP BHISS specialist teachers Speech and language therapist SENCo Educational Psychologist Seaside View Child Development Centre</p> <p>Referral to appropriate professional as above for ongoing training and staff development</p> | <p>Respond to advice provided by professionals</p> <ul style="list-style-type: none"> - New resources - Intervention - Alternative Strategies <p>If outcomes are reached move back to stage 2</p> <p>If outcomes over time are not reached consider applying for assessment for an EHC Plan.</p> <p>This would only be appropriate if support has been in place over time through assess, plan, do, review cycle and support needs to be continued at a cost of at least £6000.</p> <p>Best practice indicates EHC plans should only be applied for once EP consultation and/or assessment has taken place.</p> |
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| <p>Stage 4 EHCP or high level of support</p> | <p>Over time professional advice has been followed and implemented but appropriate progress is still not seen. Persistent and ongoing difficulty impacting on school and home life despite support and interventions</p> <p>Significant gaps in achievement and an uneven profile.</p> <p>Significant speech and language needs have been identified. Expressive and/or verbal comprehension is at a developmental level significantly below chronological age and this is severely affecting the CYP ability to communicate</p> <p>Needs high level of support to maintain appropriate attention and/or manage and understand social norms and/or understand and communicate spoken language.</p> | <p>Continue to follow professional advice and/or provision as outlined on EHCP</p> <p>SMART targets set by SLT (Intervention Plans): delivered by school staff with relevant training and supported by SLT and specialist teachers as appropriate</p> <p>Whole school and specialist training for school staff</p> <p>Individual support within the classroom to enable the CYP to participate within differentiated classroom activities</p> <p>Level of classroom differentiation to reflect level of difficulty for CYP</p> <p>Allocated time from BHISS specialist teachers</p> | <p>Class/subject teacher Support staff Parent/carers CYP BHISS specialist teachers Speech and language therapist SENCO Educational Psychologist Seaside View Child Development Centre Local Authority SEN team</p> | <p>Make progress against targets as laid out in agency advice and/or EHCP</p> <p>Regular review with key staff, CYP, parent/carers and if appropriate professionals</p> <p>Annual Review completed for statutory review of progress against agreed coproduced outcomes.</p> |
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Cognition and Learning Framework

| | Indicators | CYP support | Adult involvement | Outcomes |
|----------------|--|--|--|---|
| Stage 1 | <p>Parental and/or staff concerns</p> <ul style="list-style-type: none"> • Unable to demonstrate that the CYP is able to know, apply and understand the concepts, skills and processes in the year group programme of study in one or more subjects • Slow progress • Can sometimes access group learning activities with verbal or visual prompts • May need adult prompting to refocus attention on task | <ul style="list-style-type: none"> • Interactive teaching styles, use of visual and kinaesthetic approaches as well as auditory learning • Flexible grouping strategies used in class • Peer support • Check understanding, model, scaffold and show good examples • Regular quality feedback • Focused use of adult support within the classroom and some small group intervention run by class teacher or class support staff • Visual aids and concrete resources • Seating position specified in class (eg during carpet, in classrooms) • Visual Support to structure learning intentions (First/Next/Last task boards, visual timelines) • Planning sheets, writing and speaking and listening frames • Pace the amount of language used, allow response time • Explain new vocabulary | <p>Class/subject teacher Support staff Parent/carers CYP</p> | <p>Improved progress</p> <p>Improved engagement in learning</p> <p>If outcomes not reached progress to Stage 2 using the school internal systems to highlight the need for additional support to the SENCo.</p> |

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| <p style="text-align: center;">Stage 2 Register SEN Support</p> | <p>Despite Stage 1 support and individualised support there are persistent difficulties with the indicators above and</p> <ul style="list-style-type: none"> • Continues to make limited progress despite some targeted intervention • Working outside Year Group Programme of study (below Age Related Expectations) • Individual activities lack organisation and purpose | <p>As above and may include</p> <ul style="list-style-type: none"> • Home/school liaison • Differentiated curriculum adapted to needs of the individual CYP • Access to groups that enables CYP to work with peers who will provide good role models for language and communication skills and for cooperative and independent application to task • Teaching and learning which reflect the CYP preferred learning style across range of subjects • Repetition and consolidation (little and often) to reinforce skills • Simplification of task instructions and information and learning broken into small steps • Use diagrams, graphics and pictures to support instruction • Task board to support organisation • Pre teaching vocabulary and new concepts • Multi-sensory teaching and learning • Peer assessment • Small group targeted work • Use of strategies to extend time on task e.g. prompt cards, timers, motivating activities and reward systems • Access to specialist resources e.g. sloping board, coloured overlay/rulers • Assessments by staff or SENCo | <p>Class/subject teacher Support staff Intervention staff Parent/carers CYP SENCo</p> | <p>As above-</p> <p>Made progress within interventions from entry to exit.</p> <p>Evidence of CYP using strategies learnt in the intervention back in the classroom/ playground/ school environment</p> <p>CYP added onto SEN register</p> <p>If outcomes not reached progress to Stage 3</p> |
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- As above and also may include
- Continues to make little or no progress despite targeted intervention
 - Can only independently access a small group activity where the activity is personally meaningful
 - Attention needs to be focused by adults in order to complete a short activity with prompts
 - Rarely self corrects without adult prompting
 - Concepts and abstract ideas have to be taught repeatedly and rehearsed in other contexts
 - Difficulty in transferring skills
 - Memory / processing difficulties
 - Development of avoidance strategies
 - Behaviour acting as a barrier to learning
 - Difficulties developing independent learning skills across subjects

- Strategies as above and also may include
- Individualised curriculum adapted to needs of the individual CYP
 - Specialist assessment and intervention (eg BHISS)
 - Access to specialist materials and equipment
 - Use of ICT as alternative to recording ideas and use of specific programmes and resources
 - Practical materials and experiences to support learning
 - Make learning purposeful and high interest
 - CYP aware of own difficulties and own learning strategies to support
 - Allow extra time
 - Visual cues to support in all areas
 - Highly structured steps in learning that are small and achievable
 - CYP to be taught mind mapping as an effective tool for recording
 - Provide and teach memory strategies e.g. mnemonics
 - Use of coloured highlighter, pencils etc. to differentiate key words in writing and maths
 - Differentiated homework and support
 - Staff aware of emotional well-being, small group/1:1 support if required
 - Awareness of child's interests and strengths and use to motivate
 - Develop CYP passport/profile
 - Training for all staff involved
 -

Class/subject teacher
Support staff
Intervention staff
Parent/carers
CYP
Learning Mentor
SENCo
BHISS
Seaside View
CDC Speech and language (SLT)
Community SLT

As above
Respond to advice provided by professionals

- New resources
- Intervention
- Alternative Strategies

If outcomes are reached move back to stage 2.

If outcomes over time are not reached consider applying for assessment for an EHC Plan.

This would only be appropriate if support has been in place over time through assess, plan, do, review cycle and support needs to be continued at a cost of at least £6000.

Best practice indicates EHC plans should only be applied for once EP consultation and/or assessment has taken place.

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| <p>Stage 4 EHCP assessment or high level of support</p> | <p>Over time professional advice has been followed and implemented but appropriate progress is still not seen.</p> <p>Appropriate support over a period of not less than 12 months and this support has included appropriate intervention programme and individual targeted support</p> <p>There is a demonstrable and significant effect on CYP progress over time despite appropriate advice being taken and appropriate support being provided by the school</p> <p>Significant learning needs has been identified</p> | <p>Continue to follow professional advice and if the CYP has one the provision as outlined on EHC plan</p> <p>SMART targets set that are shared with the CYP</p> <p>Whole school training and staff group development</p> <p>Individual support within the classroom/s to enable the CYP to access differentiated classroom activities through bridging learning.</p> <p>Level of classroom differentiation to reflect level of difficulty for CYP</p> <p>Allocated time from BHISS including Educational Psychologist</p> | <p>Class/subject teacher Support staff Intervention staff Parent/carers CYP Learning Mentor SENCo BHISS (EP, Literacy, Language) Seaside View (SLT) SEN Team</p> | <p>Make progress against targets as laid out in advice/ EHC plan</p> <p>Regular review with key staff, CYP, parent/carers and if appropriate professionals</p> <p>Annual Review completed for statutory review of progress against agreed coproduced outcomes.</p> |
|--|---|--|--|--|

Sensory and Physical Framework

| | Indicators | CYP support | Adult involvement | Outcomes |
|----------------|---|---|--|--|
| Stage 1 | Parental and/or staff concerns <ul style="list-style-type: none"> • Mild hearing or visual impairment • May use hearing aids or glasses • May have some minor difficulties undertaking certain tasks • May have stability problems but can walk unaided | <ul style="list-style-type: none"> • Awareness of seating arrangements in range of classrooms for all subjects (carpet time, at the table and when in other parts of the school eg assembly/lunchtimes) • Good classroom management • Lighting in room • Awareness of being able to safely move around the environment • Flexible grouping • Ensure CYP is included in group and has access to all being said in the group and encourage full CYP participation in group work • Staff awareness • Personal Emergency Evacuation Plans (PEEPS) in place, and health care plan (HCP) if appropriate | Class/subject teacher Support staff Parent/carers CYP | Improved progress Improved access to the curriculum If outcomes not reached progress to Stage 2 using the school internal systems to highlight the need for additional support to the SENCo. |

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| <p style="text-align: center;">Stage 2 Register SEN support</p> | <p>Sensory- Despite Stage 1 support and individualised support there are persistent difficulties with the indicators above and it could affect learning and access to the curriculum without adaptations</p> <p>Physical- Despite Stage 1 support and some individualised support difficulties undertaking certain tasks impacts on pace of work in comparison to peers</p> <ul style="list-style-type: none"> • Minor adaptations are required to access curriculum • Walk independently without aids but has stability problems • Needs adapted equipment | <p>As above and may include</p> <ul style="list-style-type: none"> • Home/school liaison • Awareness of classroom layout and movement/positioning of the teacher during teaching • Strategies in place to support adaptations to the physical environment – lighting, acoustics, reduction of background noise and physical layout • Labels in class clear and appropriate size and aware of contrast in environment related to hazards • Some class resources may need to be individualised e.g. name labels etc. and provide high contrast on whiteboards • Gain CYP attention before starting to speak and reiterate names of CYP and responses from others • Check CYP’s understanding frequently • Supportive work buddies • Some individual / small group teaching to reinforce learning • Small group intervention e.g. fine/gross motor programmes • Teach skills to improve curriculum access e.g. touch typing • May require some equipment e.g. sloping board, pencil grips and adaption to resources • Visual cues and reminders for aspects of self-care <p>Consider referral to Occupational Therapy</p> | <p>Class teacher Support staff Intervention staff Parents CYP SENCo BHISS (Sensory needs)</p> | <p>As above-</p> <p>Made progress within interventions from entry to exit.</p> <p>Evidence of CYP using strategies learnt in the intervention back in lessons classroom/ playground.</p> <p>CYP added onto SEN register</p> <p>If outcomes not reached progress to Stage 3</p> |
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stage 3 On SEN Register – increased support</p> | <p>As above and also may include</p> <p>Sensory- Moderate or severe hearing or visual impairment, may have difficulty maintaining and sustaining concentration leading to difficulties completing work</p> <p>Physical – CYP’s physical disability or medical condition is impacting them from taking full part in school life without support</p> <p>Continued from right:</p> <ul style="list-style-type: none"> • Develop strategies for self-esteem, confidence building and promoting independence • Supervision and support for aspects of self-care • Peer awareness and understanding • CPD training for all staff involved with the CYP. • Environmental audit undertaken if required • Possible referral to Special School Outreach and Occupational Therapy | <p>Strategies as above and specific strategies as advised by BHISS sensory needs, may include</p> <ul style="list-style-type: none"> • Hearing- reduction in background noise and/or amplification for teaching input • Visual- suitable writing materials and large print materials required for access to all areas of the curriculum • May use specialist equipment with CYP guidance and support to learn to use and manage aids • Individualised support to access curriculum to ensure academic progress is maintained • Small group and/or 1:1, pre teaching, reinforce lessons and consolidation • Small group/1:1 targeted intervention • May need short rest breaks and tasks may take longer to complete • Teach active listening skills • May need to differentiate physical curriculum and incorporate exercises into general class/PE lessons • Awareness of school trips and reasonable adjustments needed to ensure participation / individual risk assessments • Individualised timetable to manage physical disability • Preparation of learning resources • Support during unstructured where needed and may need meet and greet • Aware of social inclusion (buddy system/circle of friend set up) <p>Continued left:</p> | <p>Class/subject teacher</p> <p>Support staff including possible individual support</p> <p>Intervention staff</p> <p>Parent/carers</p> <p>CYP</p> <p>Learning Mentor</p> <p>SENCo</p> <p>BHISS (EP, sensory needs)</p> <p>Seaside View</p> <p>CDC (OT, PT, paediatricians)</p> <p>Special school</p> <p>Outreach</p> | <p>As above Respond to advice provided by professionals</p> <ul style="list-style-type: none"> - New resources - Intervention - Alternative Strategies <p>If outcomes are reached move back to stage 2.</p> <p>If outcomes over time are not reached consider applying for assessment for an EHC Plan.</p> <p>This would only be appropriate if support has been in place over time through assess, plan, do, review cycle and support needs to be continued at a cost of at least £6000.</p> <p>Best practice indicates EHC plans should only be applied for once EP consultation and/or assessment has taken place.</p> |
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| <p>Stage 4 EHCP needs assessment or high level of support</p> | <p>CYP hearing and/or visual impairment or physical disability is permanent and significantly impairs their access to the curriculum and prevents them from taking full part in school life</p> <p>CYP requires significant adaption to the environment and substantial modification of content and/or materials for the curriculum that cannot be provided from within schools' own resources.</p> | <p>Continue to follow professional advice, and if the CYP has one, the provision as outlined on EHC plan</p> <p>SMART targets set that are shared with the CYP</p> <p>Whole school training</p> <p>Level of classroom support to reflect level of difficulty for CYP</p> <p>Allocated time from BHISS Sensory Needs team and other external agencies</p> | <p>Class/subject teacher Support staff Intervention staff Parents/carers CYP Learning Mentor SENCo BHISS (sensory, EP) Hillside outreach Seaside View (OT, physio, paediatrics) SEN Team</p> | <p>Make progress against targets as laid out in agency advice/ EHCP</p> <p>Regular review with key staff, CYP, parent/carers and if appropriate professionals.</p> <p>Annual Review completed for statutory review of progress against agreed coproduced outcomes.</p> |
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Social, Emotional and Mental Health Difficulties Framework

(PLEASE NOTE: if the CYP has experienced more than **four** Adverse Childhood Experiences- see Appendix, they should be moved to at least Stage 2. Similarly, all children with SEMH difficulties should be at least Stage 2 at transition).

| Has social, emotional and/or mental health issues which sometimes interfere with their own learning or that of the class group. The CYP's needs are evident in some classes over more than a half-term . | | | |
|---|--|---|---|
| Indicators | CYP support | Adult involvement | Outcomes |
| <ul style="list-style-type: none"> • Concern about performance, progress and/or engagement in school. • Concerns around attendance (lateness/absence/truancy). • Concerns about social integration, difficult interactions with peers/staff. • Concerns about self-esteem, level of distress, emotional literacy and/or emotional regulation. • Concerns that young person is overly sensitive to peer judgement, can engage in attention-needing behaviour or appears withdrawn. Some disturbance in class and/or inability to operate socially. • Concerns about level of anxiety (for some pupils at times of change). | <ul style="list-style-type: none"> • Differentiated curriculum (adapted to meet the needs of the CYP) • Support with triggers for behaviour • Classroom modifications • Use of tools to break down/sequence tasks • Focused use of adult support • Reward systems • Clarification of expectations (visual timetable, visual rules, charts etc.) • Key-worker/Mentor • Counselling • Emotional literacy intervention • Social/communication group work • Circle time/Enhanced PSHE/Social games/SEAL activities • Nurture intervention • Pupil roles/responsibilities • Use of buddies/peer mentors • Alternative provision at trigger times (e.g. break/lunch) • Assertiveness training • Use of specific strategies to support a sense of belonging | <ul style="list-style-type: none"> • Needs of CYP checked against a range of measures (e.g. literacy, CATs, prior attainment, school history) to ensure that all of CYP's needs are known. This should include auditory / sensory / visual needs analysis. • Possible targets on individual plan (for SEMH difficulties) • Key staff member alerts SENCo • Discussion with parents / carers to build a picture of the CYP's holistic needs. <i>What need is the CYP trying to communicate?</i> Discuss barriers to learning and appropriate supports and subsequently, regular reviews • Staff observation/evaluation of classroom climate • Evidence of Quality First teaching • Peer teaching support • 'Children Causing Concern'/Well-being register (minimum weekly) • Child might be marked as stage 1 on the vulnerability index • Staff involved might include class teacher(s), support staff, parents/carer, and teaching assistant/key worker. • Training for all staff in understanding emotions, mental health and behaviour e.g. attachment and emotion coaching | <p>Improved progress</p> <p>Improved engagement</p> <p>Improved relationships</p> <p>Reduction of incidents recorded</p> <p>De-escalation of concerning behaviour</p> <p>If outcomes not reached progress to Stage 2 using the school internal systems to highlight the need for additional support to the SENCo.</p> |

STAGE 1

CYP has social, emotional and/or mental health issues which substantially and regularly interfere with their own learning or that of the class group. The CYP's needs are evident in **most classes** over **more than a term** (or are causing a number of professionals/staff to voice concerns). As above and despite Stage 1 support, there are persistent difficulties with the indicators above as well as these listed below:

NB: if incidents appear to be increasing rapidly or attendance has decreased dramatically, the CYP may need to be moved to Stage 3 so that input occurs quickly).

| Indicators | CYP support | Adult involvement | Outcomes |
|--|---|---|--|
| <p>STAGE 2: Register SEN Support</p> <ul style="list-style-type: none"> • Continued lack of progress/decreasing attainment or poor engagement • On-going difficulties with attention and impulsivity • Frequent refusal, does not appear ready to learn and requires regular adult prompting/support • Continued poor attendance, persistent lateness/absence/truancy • Regular low level disruption, task avoidance (and/or general difficulty showing weakness/admitting to need for support) • Regular infringements of acceptable behaviours and/or removal from lessons • Increased levels of verbal conflict and/or physical incidents • On-going social integration difficulties (teasing/spoiling/controlling behaviours) disruption of social norms or isolation. • Displays frequent unpredictable responses to a range of situations • Heightened anxiety or on-going low mood/self-harm (more than once per week) • Frequent attention-needing behaviours and/or vulnerable to others. • Incidents on CPOMS | <ul style="list-style-type: none"> • Substantially differentiated curriculum • Substantial classroom modifications • Positive report in place • Focused use of adult support • Targeted group programmes • Family support • Strengths-based roles/responsibilities • Evidence-based, social communication interventions/social stories • One-to-one evidence-based interventions • Counselling • Mentoring • Circle time/Enhanced PSHE provision • Anger/anxiety management • Pupil Needs Sheet/Pupil passport for all staff • Differentiation of school behaviour plan • Individual behaviour plan • Use of sensory supports • Time out cards/Safe Space plans • Just Right programme | <ul style="list-style-type: none"> • Previous targets reviewed (and possibly broken down into smaller steps) • Discuss with BHISS team colleagues through established school consultation meetings (e.g. Team Around School) • Referral to external advice/support • Ensure added to CPOMS/VPR • Enhanced training for staff around attachment/ SEMH/ Mindfulness / Restorative Approaches/MAYBO – Positive handling and de-escalation techniques where appropriate • Boxall Profile or Emotional Literacy assessment • Investigation into learning and health – to discuss any barriers and appropriate supports. (e.g. SENCo or CYP progress meeting) • Possible home/school positive support plan (school agreement plan with positive focus) • Help parents to make informed choices for their child's education and well-being • Ensure school routines and curriculum work for the child (create models of in-class and out-class support to sustain inclusion through triggers or stressful events) and plan for upcoming triggers. • Staff observation of classroom climate • CYP will be marked as 2 on the vulnerability index • Staff involved include class teacher(s), support staff, phase leader, mentor, parents/carers, pupils, SENCo, BHISS, SALT, CAMHS | <p>Made progress within interventions from entry to exit.</p> <p>Evidence of pupils using strategies learnt in the intervention back in the classroom/ playground</p> <p>Improved attendance</p> <p>CYP added onto SEN register</p> <p>If outcomes not reached progress to Stage 3</p> |

| STAGE 3: On SEN Register-increased support | <p>The CYP requires a high level of Senior Leadership Team involvement. The CYP's presenting social/emotional/mental health difficulties may be impacting upon the wider school community (e.g., parental concerns, complaints and police involvement). The CYP's needs are significant and evident in the majority of lessons.</p> <p>As above and despite Stage 2 support, there are persistent difficulties with the indicators above as well as these listed below:</p> | | | |
|--|---|--|--|-----------------|
| | Indicators | CYP support | Adult involvement | Outcomes |
| <ul style="list-style-type: none"> • Decreasing attainment levels/no progress/ remains off-task despite significant support • Embedded patterns of lateness/ non-attendance/ truanting • Putting themselves (and others) at risk • Relationships with others deteriorates and/or significant level of rejection by peer group • Regular internal or fixed term exclusions • For majority of time in school is in fight/flight/freeze mode • Reliance of one-to-one support • Unusual/harmful or dangerous behaviours (to self or others) • Concerns around exploitation • Anti-social behaviours including criminal activities | <ul style="list-style-type: none"> • Personalised curriculum • Creative, personalised and integrated timetables to support CYP's strengths e.g. bespoke timetable that is reviewed on a regular basis • Removal from usual school behaviour policy expectations • Secure base model analysis • Buddy/peer mentor • Life story or other therapeutic work • Emotional literacy interventions • External agency interventions • CYP profile of needs (eg Pupil passport) • Small group interventions • Risk assessments of CYP • Restorative conferences/activities • Assessment of risk presented by social demands of classroom • Plans for sensory soothers/de-escalation schedules/ structured time-out • Daily support • Access to alternative provisions | <ul style="list-style-type: none"> • Comprehensive needs assessment including literacy and numeracy levels, speech and language needs, working memory, secure base assessment and emotional literacy. Review of advice by all professionals involved. • Preferable use of alternatives to fixed-term exclusions: including seclusion, de-escalation time, break-out spaces, full-time use of alternative provision and restorative projects. • On-going multi-agency meetings, specialist reviews and planning for next steps. Regular and collaborative dialogue with parents/carers to develop partnership • Possible referral to BAP 'Children Causing Concern' list • Continued use of INA or other individual adult support/ key-worker/ mentor • Key member of SLT linked to the CYP and regularly checks in with them • SENCo has input into decisions about exclusion • Referral to FDFP for services (including Functional Family Therapy) or family support worker/ coach • Appropriate, focused training for all staff involved with pupil • BHISS (SEMH) individual support and supervision for teaching staff • Possible Educational Psychology assessment • CYP will be marked as 3 on the vulnerability index • Staff involved might include the class teacher, Senior Leadership Team, Inclusion Coordinator/SENCo, Support staff, Mentor, Parents/carers, BHISS, SALT, CAMHS, Social Care, YOS, phase leaders, Seaside View or other medical professionals, Governing Body, Behaviour and Attendance Panel | <p>As above Respond to advice provided by professionals</p> <ul style="list-style-type: none"> - New resources - Intervention - Alternative Strategies <p>If outcomes are reached move back to stage 2.</p> <p>If outcomes over time are not reached consider applying for EHC Plan assessment. This would only be appropriate if support has been in place over time through assess, plan, do, review cycle and support needs to be continued at a cost of at least £6000.</p> <p>Best practice indicates EHC plans should only be applied for once EP consultation and/or assessment has taken place.</p> | |

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| STAGE 4: EHCP needs assessment or high level of support | <p>Despite interventions, severe and chronic and complex social emotional mental health difficulties remain. The head-teacher and/or Senior Leadership team are regularly involved.</p> <p>School should consider whether the negative impact of a move to a new school (attachments, social skills needed, sense of belonging etc.) are outweighed by the needs of the CYP to have sense of autonomy and opportunities offered by a new placement.</p> | | | |
| | Indicators | Pupil support | Adult involvement | Outcomes |
| | <ul style="list-style-type: none"> Over time professional advice has been followed and implemented but appropriate progress is still not seen. No improvement after sustained input from all agencies Ongoing serious and unsafe levels of behaviour, risking harm to themselves and others through absconding, aggression, sexual behaviour or chronic mental illness. Very little academic progress over time, despite appropriate advice being taken and appropriate support being provided by the school Embedded issues with attendance Possibly continued repeats of Fixed Term Exclusion, and/or at risk of permanent exclusion Severe mental health difficulties | <ul style="list-style-type: none"> Continue to follow professional advice and if the CYP has one, the provision as outlined on EHC Plan Parent/carer and CYP involvement about appropriate placement Bespoke specialised provision required CPD training for all staff involved with the CYP Individual support within the classroom and at unstructured times Curriculum emphasis upon development of SEMH needs. Learning differentiated to include therapeutic approaches. | <ul style="list-style-type: none"> Intensive, long-term multi-agency planning including Class teacher, Senior Leadership Team (SLT), Inclusion Coordinator/SENCo, Support staff, Mentor, Parents/carer, Pupils, SEN, BHISS, SALT, CAMHS, Social Care, YOS, phase leaders, Seaside View or other medical professionals, Governing Body, Behaviour and Attendance Panel. Break for Change or diversion pathway (YOS) Possible alternative tuition considered Possible PRU/Specialist provision required Regular review with key staff, CYP, parent/carers and if appropriate professionals Continued advice and support from BHISS Referral for therapeutic support | <p>Make progress against targets as laid out in agency advice/ EHCP</p> <p>Regular review with key staff, CYP, parent/carers and if appropriate professionals.</p> <p>Annual Review completed for statutory review of progress against agreed coproduced outcomes.</p> |

SEMH Graduated Approach Framework: APPENDIX

Adverse Childhood Experiences (ACEs) are traumatic experiences that occur before the age of 18. These experiences range from suffering verbal, mental, sexual and physical abuse, to being raised in a household where domestic violence, alcohol abuse, parental separation or drug abuse is present. The original ACE study (Felitti et al, 1998) included the following:

- Emotional abuse
- Physical abuse
- Sexual abuse
- Mother treated violently
- Household substance misuse
- Mental illness in household
- Parental separation or divorce
- Criminal/Incarcerated household member
- Emotional neglect
- Physical neglect

*Please note that subsequent studies (Finkelhor et al, 2013) have highlighted the importance of including:

- Chronic economic hardship
- Social rejection/victimisation by peers
- Exposure to crime (property/community violence)
- Bereavement /loss of a parent/carer

Evidence shows children who experience stressful and poor quality childhoods are more likely to develop health-harming and anti-social behaviours, more likely to perform poorly in school and more likely to be involved in crime.

3d) What to do when an EHC Plan is required

The Children and Families Act 2014 states that the local authority must secure an EHC needs assessment for the child or young person if, after having regard to any views expressed and evidence submitted under subsection (7), the authority is of the opinion that:

- (a) the child or young person has or may have special educational needs, and
- (b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

The average cost to the city of an EHC assessment alone (before the provision is put in place) is £5000, so we need to make sure we are providing these for the right children and young people.

Section 5.49 Code of Practice states:

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment (see Chapter 9, Education, Health and Care needs assessments and plans). This ties in with the graduated approach outlined.

In order to determine whether or not a coordinated EHC assessment is required the local authority needs to consider the following key questions and be satisfied that the setting has provided sufficient evidence to address these questions.

1. Does the child/young person have a highly significant barrier to learning in comparison with others of her/his age?
2. Has the setting sought advice from external professionals?
3. Has the setting responded to advice from external professional specialist by developing provision maps with SMART targets?
4. Has the child or young person's progress been reviewed over time?
5. Has the setting given clear information about how their delegated SEN budget has been used to support the child /young person's special educational needs?
6. Are the child/young person's special educational needs greater than the funding delegated to the setting (i.e. above the £ 6000)?
7. Has the setting provided clear evidence that despite providing delegated funding to the child /young person they have not made adequate progress?

3e) What is the purpose of an Education Health Care Needs assessment?

The purpose of an EHC needs assessment is to ascertain whether the child/young person:

- has SEN that are long term (lasting over a year) severe and complex and has possible SEN related social care and/or health needs
- has SEN that have not responded to sustained, relevant and purposeful measures taken by the educational setting and external agencies
- needs SEN provision which cannot reasonably be provided within the delegated resources available to mainstream educational settings
- requires an EHC plan to ensure that their needs are met.

3f) The statutory assessment process

The Local Authority (LA) will consider a request for an EHC statutory assessment from:

- parents/carers and young people 0 - 25 years of age
- a setting, or,
- a referral from another agency such as Health or Social Care.

It is advisable for parents/carers considering a request for an EHC statutory assessment to discuss this with their child/young person's setting first, as the setting will be asked by the LA to provide evidence of the action they have already taken to help this child/young person.

As detailed in the Code of Practice (9.16) LAs may develop criteria as guidelines to help them decide when it is necessary to carry out an EHC needs assessment (and following assessment, to decide whether it is necessary to issue an EHC Plan).

However, LAs need to be prepared to depart from those criteria where there is a compelling reason to do so in any particular case and demonstrate their willingness to do so where individual circumstances warrant such a departure. LAs should not apply a 'blanket' policy to particular groups of children or certain types of need, as this would prevent the consideration of a child's or young person's needs individually and on their merits.

In Brighton & Hove all requests for a statutory assessment for an EHC Plan are considered by a panel which includes LA professionals, health and social care professionals and a parent partnership representative. This Panel meets on a weekly basis and parents/carers will be informed in writing of the decision of the panel following the meeting.

An EHC needs assessment will not always lead to an EHC Plan. The information gathered may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC Plan e.g. a school based plan. (CoP 9.6)

The Panel will take into consideration:

- a) Guidance indicators relating to educational attainments and behaviours for learning
- b) The seeking and implementation of advice from specialist external agencies
- c) The reasonable adjustments which have been made in terms of resources, access and support arrangements
- d) The further assessments of complex needs
- e) Efficacy of setting interventions
- f) Areas of difficulty
- g) Progress over time

This is set out in an SEN panel checklist.

3g) Timeline for the 20 week statutory Education, Health and Care needs assessment –process

| Stage 1 0 - 6 weeks or earlier if possible | Stage 2 7-16 weeks | Stage 3 16-20 weeks |
|--|---|--|
| <ul style="list-style-type: none"> • A request for an EHC needs assessment is submitted to the SEN team by the school/setting/parent/carers or the young person. • The SEN team prepare the request for SEN Panel • The SEN Panel considers the request for EHC needs assessment based on the criteria set by Education, Health and Social Care. • If agreed to proceed, SEN team will set a date for a coproduction meeting at around Week 10 - 14 to agree contents of the draft EHC Plan • <i>If an EHC assessment is not necessary, SEN team will inform child/young person's parents and setting</i> | <ul style="list-style-type: none"> • SEN team will seek further advice from professionals • SEN Team to contact or meet with parents regarding Section A and B of the EHC Plan (i.e. parent and child's/young person's views, aspirations and special educational needs) • Using the advice and evidence from the request the SEN Team will draft sections A and B of the EHC Plan in preparation for the co-production meeting. • Sections A and B sent to parents and all professionals involved in draft format where appropriate in preparation of the EHC Plan meeting • Meeting held with parents/ child/young person and all professionals involved to agree the outcome and provision sections of the EHC Plan (Sections E and F). • Final draft of EHC Plan sent to parents and all professionals | <ul style="list-style-type: none"> • Following the coproduction meeting the case to be taken to Case Review if there is a dispute about: <ul style="list-style-type: none"> ○ whether an EHC plan is required ○ the outcomes or ○ provision or placement • SEN consult with Schools/settings using the agreed draft EHC Plan • Discuss with parent /young person a personal budget , if appropriate • Finalise EHC Plan (week 20) • <i>If EHC Plan is not necessary the SEN team will inform parents with recommendations</i> • <i>If dispute about provision and/or placement LA to finalise the EHC Plan to enable the parent to consider mediation or appeal to SENDIST</i> |

3h) Evidence required from a school

It is expected that in submitting the case for an EHC Plan assessment the setting will demonstrate that they have provided funding from within their own delegated budget (up to £6000) for individual children/young people to address and support their special educational needs.

The setting should demonstrate that its actions have been purposeful, relevant and sustained following the graduated approach identifying how school have financed the higher level of provision for the CYP's identified SEND.

The guidelines set out in Chapter 6 in the Code needs to be followed with particular reference to SEN support in schools (paragraph 6.44- 6.62) in writing the submission.

The Panel will be looking to see:

- Relevant and purposeful intervention at SEN support stage, including an analysis of the child/young person's special educational needs and provision used to address those needs, such as the use of a provision map.
- Evidence that assessment and review of the child/young person's special educational needs has been undertaken regularly.
- Involvement of parents/carers and child/young person and agreement between them and the setting regarding the interventions and support to be put in place, the expected impact on progress and dates for review.
- Involvement of Educational Psychologist or specialist teacher whose advice has been used in devising appropriate strategies and programmes. Advice from other relevant external professionals, e.g. Speech and language therapists or physiotherapists may also be required.
- Involvement, if required, from social care services and/or health professionals in the case.
- Monitoring by the school of the child's progress over a period of time (generally 3 assess, plan, do, review cycles) and with the external professionals' involvement, including evidence of any changes in strategies and programmes as a result of that monitoring.
- Clear indication of the impact of the strategies in place on the child's learning and/or behaviour.

The panel has to be satisfied that the child's or young person's difficulties are exceptional, long-standing and have not been resolved despite a range of interventions. Young children with the most severe and complex special educational needs will usually have been identified before statutory school age.

For children and young people for whom English is not their first language, objective information about language proficiency in their first/ home language should be provided. Information about the stages in acquisition of language for children and young people with English as an additional language might also be relevant.

3i) Evidence of use of resources

The resources normally available to a setting and the use of them with the particular child, for whom statutory assessment is being sought, will be considered through:

- Reference to the setting's delegated budget.
- Prioritisation of the setting's resources for the child/young person under consideration (e.g. a provision map indicating support available for the child/young person).
- Evidence of appropriate use of internal expertise and support (e.g. SENCo, learning mentors and learning support assistants).
- Evidence of appropriate involvement and use of external resources available to school (e.g. Educational Psychology, Specialists Advisory Service, Social Care advice and relevant health agency input).
- Evidence of the use of SMART targets.
- The setting has responded to the external advice provided but it is clear that the child/young person requires support beyond that which can reasonably provide by the setting's delegated budget.
- Evidence provided should be up to date and no more than 18 months prior to the request for an EHC assessment, but for early year's cases would normally be less than 12 months. Older evidence would be for contextual information.

3j) Annual Review Best Practice

i) Annual Review overview

A statutory EHC plan annual review **must**:

- Actively monitor and measure young people's progress towards their outcomes and longer term aspirations
- Review the provision made to ensure it is effective
- Consider the continuing appropriateness of the EHC plan in light of any progress or changes in circumstances in the last year
- Set new interim targets and where appropriate agree new outcomes.

The following requirements apply to reviews:

- The child's parents or young person, a representative of the school, a local authority SEN officer, a health service representative and local authority social care representative must be invited and given at least two weeks' notice of the date of the meeting. It is however sensible to give considerably more warning of dates if you wish for specific professionals to attend. Other individuals can be invited.
- **The school must seek advice and information about the child prior to the meeting** from all parties invited and share this information with those invited at least two weeks prior to the meeting.
- **The school must prepare and send a report of the meeting to everyone invited** within two weeks of the meeting.
- The Code of Practice states that the school must send out recommendations on any amendments required to the EHC plan and make a note of any differences of views. Schools and colleges should be using the AR3 and AR1 to show amendments rather than amending the EHC Plan itself so that there is version control. The CWO will edit the plan from their advices.

- The **Educational Psychologist** will not attend all the annual reviews but will prioritise the annual reviews where there is a high level of concern. These will be where:
 - the child's needs have changed significantly and/or
 - the educational arrangement or placement is no longer meeting the child's needs
- Within four weeks **the local authority must decide whether it proposes to keep the EHC plan as it is, amend the plan, or cease to maintain the plan** and notify the child's parents/carers who have a right of appeal to this decision. This could be a phone call within 4 weeks and then followed up with letter/reissued plan etc.

ii) Prior to the Annual Review

- In the last two weeks of each term the SEN informs schools/settings of all CYP with EHC plans or Statements who are scheduled for an annual review during the following term. CWOs to be copied into this.
- CWOs and SENCOs arrange mutually convenient dates for all annual reviews where CWO attendance is essential / desirable. The CWO will not automatically attend all Annual Reviews.
- Priority must be given to all transfer reviews, i.e. Year 2 – 3, 6 – 7, 11 – 12, 12+ when they are making a transition.
- Dates for all transfer reviews **must** be scheduled for the first half of the autumn term of the year of transfer for year 2 (if in an infant school) and Year 6. The other transfers must be completed in the autumn term.

iii) At the Annual Review

- SENCOs will all be familiar with section 9 of the [code of practice](#).
- The annual review should always ask these questions:
 1. Does the EHC plan remain appropriate?
 2. Does the EHC plan need amending?
 3. Is the EHC plan still necessary or should it be withdrawn?
- The responsibility of chairing the annual review falls either to the Head Teacher or delegated member of the school staff.
- Any EHC plans or recommendations put forward by the school, parents or other professionals should refer to the documented evidence supplied in the paperwork.
- The annual review paperwork should record current levels of attainment in literacy and numeracy. Colleges may demonstrate non accredited programme progress, e.g. Recognising and Recording Progress and Achievement (RARPA).
- Try and ensure that parent / carer, and CYP where appropriate, are given opportunities to express their views at the review meeting.
- The meeting should be aware that any suggested amendments or recommendations cannot be agreed at the annual review. They should be recorded at the review or in the paperwork that it subsequently forwarded to the LA for consideration.
- SENCO and CWO should be mindful as to whether the level of top-up funding attached to a child is still required.
- Discussion of funding issues would only be raised if appropriate, as this issue is for negotiation between the LA and the school.
- Particularly at transfer meeting, ensure that the new placement is discussed and that the view of the school and parent is recorded by the chair in the AR1.

iv) After the Annual Review

- Schools must send CWOs a typed, signed AR1 together with original advices within ten school days of the meeting or the end of that school term, whichever is the earlier.
- These need to be signed originals as these may be required for Appeals or SEN Tribunals.
- If an AR1 has been completed correctly it should be easy for the Casework Officer to see the outcome of the annual review:
 1. No changes are required to the EHC plan
 2. EHC plan needs amending
 3. EHC plan should cease
- If the AR1 is not completed properly, the CWO will contact the school and send it back.
- Any changes regarding funding or placement will be taken to Case Review, the SEN Teams funding panel.

v) Decision to make no changes to EHC plan

- If EHC plan is to be unchanged, the CWO will send standard no change letter to parents and relevant professionals.

vi) When an EHC plan needs amending

- Changes in the CYP's presenting needs, including new diagnoses and level of provision/support required will inform whether an EHC Plan needs amendments.
- The school/college will set out clearly in the AR1 any amendments requested following the Annual Review.
- A copy of the EHC plan indicating the amendments will be sent to parents by the SEN team, with a standard letter including copies of any evidence to support the proposed changes.
- Parents will have 15 days to comment on the changes.

vii) If the EHC plan or Statement should cease

- The CWO will forward standard proposal to cease letter to parents and relevant professionals.
- Parents have 2 months in which to respond to proposal to cease letter.

3k) Transition planning

Below are some useful links to support SENCOs in considerations needed for planning transitions. Also see the sections on transitions (9n) and Post 16 advice (5):

- <https://www.teachers.org.uk/education-policies/sen/planning-transition-adulthood-young-person-send>
- <http://amazingbrighton.org.uk/advice-for-parents/becoming-an-adult/transition-planning/>

3l) Mediation, Resolution of disagreements, tribunals

- IPSEA guidance on mediation: <https://www.ipsea.org.uk/what-you-need-to-know/mediation>
- IPSEA guidance on tribunals: <https://www.ipsea.org.uk/what-you-need-to-know/send-tribunal>

School's involvement when a First Tier Tribunal is lodged

Once a tribunal is lodged by parents/carers, appeal papers are sent to the LA. The officer in charge of tribunals will look at the papers and decide on the best course of action.

Email notification goes out to all potential witnesses showing the reasons for appeal and pertinent dates. Actual witnesses will be identified nearer first evidence stage as the issues become more obvious, however it is likely that the Educational Psychologist, present school representative, future school representative and any therapists involved will be needed.

If your school is identified as either a present or future placement for a CYP, the LA will need the following information, ideally before date for first evidence:

- Number of CYP in current or proposed class
- Make-up of current or proposed class i.e. gender, SEN, ability
- A timetable detailing where the support is/will be
- Any extracurricular activities that might be offered.

This information will be included in the evidence that the LA sends along with the issues in contention, background information and financial implications.

The LA also has to provide final evidence prior to the hearing. This will include any updates, for example if the position has changed at all, or new reports which might have been submitted.

During this period, the LA will also produce a working document which is simply a copy of the latest EHC Plan. This working document is sent to parents / parents' representative and they will amend the plan to show the wording they want added or removed. All amendments must be evidenced by reports.

This working document will be used to agree as many amendments as possible prior to the hearing. The LA will send the working document to professionals for comment on amendments relevant to them to enable agreements.

The Tribunal panel like to see an almost agreed working document prior to the hearing, and may ask witnesses from each side to get together to try and come to agreement on the day of the hearing.

All outstanding issues and usually the issue of placement are decided by the hearing panel.

If you have been asked to be a witness, the LA will call a witness meeting prior to the hearing date when any outstanding points are reviewed. If the LA has decided to instruct counsel, he or she will meet the witnesses on the day of the hearing with preparation done

beforehand. If a barrister is involved being available for emails the day before the hearing is helpful as the barrister becomes involved at this stage to raise queries.

Hearing venue and date/time can be changed at very short notice. They are mostly held in London and the LA facilitates travel.

Hearings are formal, but not usually held in a court room. The panel always consists of a qualified lawyer who acts as the judge and either one or two specialist members (usually ex head teachers, Educational Psychologists, therapists).

Protocol is as follows:

- Always direct your answers to the judge.
- Only speak when you have been asked a question (interruptions not permitted)
- If you have to leave, pass a note to the LA representative and he/she will ask permission from the judge. Both sides have to leave and enter the room at the same time.

The judge will ask the parent or parent's representative to speak first, and then the LA witnesses will be asked to respond. At the end of the hearing, the panel will ask the representatives for closing submissions. Decisions are usually given within 10 working days. Occasionally the hearing will run into two days, usually within a couple of weeks and the same witnesses are expected to attend the second day.

If the appeal is dismissed, the parent does have a right to appeal to the First Tier Tribunal, however this can only be because the parent feels that the law hasn't been followed correctly and not because they do not agree the decision.

It can be difficult for a school in particular to work with parents following such an adversarial process, however with good communications and common understanding most parents work with the school, even if it was not the school of their choice.

4 SEND audit: process of self-evaluation

SENCOs will work with the school leadership team to ensure the following is provided for all learners with evidence embedded in school documentation:

- **Good quality teaching is provided for all learners**
 - Observations of class teaching evaluate adjustments that could be made to support learning before proceeding with individual assessment.
 - Maximising progress for learners who have additional needs.
 - Data gathered used to plan for meeting the needs of each individual focusing on a skill based learning objectives, differentiated support, additional resources available and very clear success criteria.
 - Ensuring that all CYP have access to a range of teaching and learning styles.
 - Ensuring that learners are not overly dependent on adults. Research shows that learners need to develop independence in order to learn effectively.
 - Teachers regularly teaching every group in the classroom
 - Teachers ensuring there are regular and meaningful mini-plenaries that allow learners to evaluate their work so far and identify areas for improvement or where they need more support to move to independence.
 - Using multi-sensory resources for all learners across all key stages to ensure that no stigma is attached to their use.
- **Staff teams are well trained.** All teaching staff are confident in making their teaching accessible to learners with SEN.
- **The curriculum** offered meets the needs of all learners.
- The school has an **Equality and Accessibility plan** to include information about the admission of disabled children, the steps taken to prevent less favourable treatment, the facilities provided to enable access and how access will be improved over time to enable CYP with SEND to have full access to the life of the school to enable good progress in their learning.
- The **teaching and learning policy** is understood by all staff and reflects equalities legislation and accessibility requirements.
- The **school development plan** is informed by an analysis of qualitative and quantitative data and contains strategies to improve the outcomes of all current and future CYP.
- **Smooth transitions** are planned and enabled into, within and beyond school.
- All learners are **assessed on entry** to the school and EYFS profile data and entry data is used to plan learning outcomes.
- The **progress of all learners is tracked** against national benchmarks. Where insufficient progress is noted the quality of teaching is reviewed.
- The school provides a **report to parents** on their child's progress at least annually.
- The school provides a warm, safe and empathetic ethos where children have the confidence to share their concerns with staff, and know that they will be addressed, in order to support their **emotional well-being**.
- The school inspires **parental confidence** by establishing a reciprocal relationship with them as partners in their children's learning, making best use of parents or carers' knowledge of their child's development.
- The **learning environment** of the school is supportive to all learners and enables teachers to respond to predicted and un-predicted need, eg time out space, use of technology.
- There are **care plans** for learners with health and personal care needs.
- **Governors monitor the impact** of the whole school response and the impact on learners with SEN.
- The governing body **annually update information** about the school's policy for learners with SEN and what provision is available in accordance with the SEN (Information) Regulations 2014 (Code of Practice para 6.79).

- The school has a **SENCo** who is a qualified teacher and who has relevant experience or a recognised SEN qualification.
- Governors ensure that arrangements are in place to support learners with **medical conditions**.
- The quality of teaching for learners with SEN and their progress is a core part of the school's **performance management arrangements**.
- The school records and analyses information about **bullying** and uses this to plan further actions.
- The SENCo considers **SEN needs of vulnerable groups**, e.g EAL, CYP Premium
- The school has an effective **behaviour policy** that is consistently applied.
- The school ensures **joined up planning** to achieve good outcomes for learners in specific circumstances, eg those who are looked after, have social care needs or are children of service personnel, and who may also have a special educational need.
- **Data** is used to inform practice.
- Information about what the school has to offer includes
 - SEN Report
 - School Local Offer
 - SEN, Behaviour and Inclusion Policies
 - Parent/carer links

5 Post 16

The themes included throughout this document are relevant for meeting the needs of young people post 16.

For most young people with a learning difficulty and/or disability it is likely that a post-16 course of continued education will be available in the local community at a further education college, a secondary school with a sixth form or a special school with post-16 provision. The Local Authority and the Education Funding Agency (EFA) work with local education providers to ensure that wherever possible upon leaving school, young people have the opportunity to continue their education locally.

If a child/young person CYP has an Education, Health and Care (EHC) plan, further education will be considered at the annual review meeting in Year 9. A 'Transition Plan' should be drawn up. The Plan should then be reviewed at subsequent Annual Reviews. This means that discussions about a child's post-16 education should take place well in advance, giving time for proper planning allowing young people and parents/carers to express their views.

The LA/school careers service should provide support for all young people aged 13-19 but has a particular focus on supporting those likely to underachieve, including those with SEN but without Statements/EHC plans.

The careers service should provide schools with information to help these students make successful transitions to post-school education, training or work, including details of local and national voluntary organisations. Relevant information about a young person should be transferred to any further education provider they may be attending (with their consent).

<https://www.brighton-hove.gov.uk/content/children-and-education/childrens-services/transition-planning-young-people-a-statement-sen>

There are elements of the CoP which explain the statutory duties of post 16 education providers which are:

7.1 The post-16 education and training landscape is very diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education (FE) colleges, 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector.

7.20 Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months, including a review of the student's support. The college must co-operate with the local authority in the review process. As part of the review, the local authority can ask the college to convene and hold the annual review meeting on its behalf.

7.22 Colleges should make sure they have access to specialist skills and expertise to support the learning of students with SEN. This can be through partnerships with other agencies such as adult social care or health services, or specialist organisations, and/or by employing practitioners directly. They should ensure that there is a named person in the college with oversight of SEN provision to ensure co-ordination of support, similar to the role of the SEN Co-ordinator (SENCO) in schools.

9.174 LAs can request (but not require) that the early years setting, further education college or other post-16 institution convene and hold the meeting on their behalf. There may be a requirement on the post-16 institution to do so as part of the contractual arrangements agreed where the local authority commissioned and funded the placement.

9.175 In most cases, reviews should normally be held at the educational institution attended by the child or young person. Reviews are generally most effective when led by the educational institution...Reviews led by the educational institution will engender the greatest confidence amongst the child, young person and their family...

Hampshire have produced a helpful document outlining expectations for post 16 provision. <http://documents.hants.gov.uk/childrens-services/sen-post-16-provision-yp.pdf>

6 Enabling pupil participation

Legal context: One of the intentions of the Children and Families Act 2014 was to give a new emphasis on CYP being actively involved in decision making around SEND. This is reflected in the Code of Practice which states CYP must be supported to be involved at every age and that once they reach 16, decision making switches from the parent to the young person themselves (as long as they have the mental capacity for these decisions) so they will need to have been prepared for this through their earlier involvement.

Schools and other education settings have a central role in making this happen in practice, but how they can do this is not set out in the Code and will need to vary enormously to suit the age and understanding of each individual child.

CYP Voice: SENCOs and head teachers will want to think how involving CYP voice fits with school's overall policy, as well as involvement of CYP with SEND in planning and decision making around the support they get with their special educational needs.

Schools have a variety of approaches at both an individual level (CYP invited to be part of target setting and reflecting on their own learning) through to the larger scale (use of school councils, representation of CYP in recruitment etc).

Outside of special schools it is easy for CYP with SEND to be bypassed in some aspects of CYP voice and an extra effort may be needed to avoid this.

Teaching and learning: Helping children to learn to make choices, have opinions, identify goals and make considered decisions is part of day to day teaching and learning in all schools. It is not something extra that is only done with CYP with SEND, although they will need more support and a lot more practice to learn these skills.

Remembering that participation for CYP with SEND is not something that happens as a one off event for example at an annual review, but part of the process of teaching and supporting them all year round, should make it more straightforward to do well. These are skills we want CYP to acquire to help them move towards adulthood and to be able to live more independent lives as adults.

“Children and young people with SEN have unique knowledge of their particular circumstances. They have aspirations and goals. They have views on what might be done to remove any barriers to their learning and participation. They should be supported to participate in decisions about their own life...” (SEND Code of Practice 2.2)

Practical approaches and tools: Effective participation starts with knowing the child well: how they communicate, what makes them feel comfortable and able to express what they think or feel. Younger children and those with more learning difficulties will need lots of opportunities for making small everyday choices and practice in noticing and saying how they feel.

Most children will find it easier to think about the present rather than far into the future so it will be most productive to ask them about what they enjoy, what they feel they are good at and anything they find harder, what helps them to learn or behave, what is going well and what could be better.

These will be the building blocks for getting their views for more formal purposes such as the EHC needs assessment or annual reviews of an EHCP. We need to ask CYP about how they want to be involved and to give their views, offering flexible options as far as possible. This is part of the person-centred approach encouraged in the SEND reforms.

One Page Profiles, CYP Portraits and Communication Passports are all based on the principle of working with the CYP to put together a concise document that explains them to others. It can form the basis for their contribution to an EHCP but can also be helpful in day to day learning and participation. It is something to update with them regularly so it stay relevant and can be particularly helpful at transitions. The Code of Practice specifically recommends using them.

“Drawing up a one-page profile of the child or young person can help to ensure that those working with them and their parents have an accessible summary of the information about them, ensuring that EHC plans are developed with the child, young person and parents and reflect aspirational and achievable outcomes.” (C of P 3.2)

Helen Sanderson has been a champion of person centred approaches and the use of One Page Profiles <http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profiles-education/>

There are some templates on Sheffield City Council site <http://www.sheffkids.co.uk/adultssite/pages/onepageprofiletemplates.html>

For ideas about what to put in a more detailed CYP Passport see <http://www.CYPpassport.co.uk/>

The Communication Trust has both a brief guide and longer toolkit for involving children with communication needs. They include printable resources.

<http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/involving-children-and-young-people-with-slcns-a-brief-guide/>

To think about how CYP participation builds into preparation for adulthood look at <https://www.preparingforadulthood.org.uk/>

To think more widely about participation for disabled children and young people look at the work developed by the Council for Disabled Children

<https://councilfordisabledchildren.org.uk/our-work/participation>

Case Study: Pupil Participation at the Swan Centre BACA **Cath OddHayward – Head of Swan Centre**

In the Swan Centre at Brighton Aldridge City Academy they have a range of strategies to foster student voice and personal development in students with SEND.

- Named key worker with whom the student can build a supportive and boundaried relationship
- Protected key work time so the pair meets regularly – every week for half an hour is recommended
- Key worker to be a match with the student in respect to personality and support style
- Target setting around areas of interest and areas of need using Priority Triangle focusing on Autonomy, Company and Mastery
- Student to set own goals and timeframe and identify actions for themselves and others to support success in these areas
- Work from Year 7 onwards on life goals for training and employment in the future: look to qualifications that will be needed, grades, where course run etc to give students a forward thinking plan to achieve their goals and wishes professionally
- Involve students in discussions about how they would like to be supported in lessons to access learning
- Involve students in discussions about social support at unstructured times of the day – focused groups to develop interests, groups to develop friendships
- Liaise with parents/carers about student's interests and accessing out of school clubs both within school and in the community – look at sources of funding to support this where possible
- Support independent traveling with ITT training within the school team and encouraging parents/carers to travel in school holidays times, evenings and weekends
- Assist with travel costs where possible – students with EHCP's can access free council bus travel card if they take EHCP and photograph to town hall
- Student input to all formal documentation – such as EHCP and transition reviews to make their views and wishes known
- Students to write their own profiles for staff to see what their strengths, difficulties, interests and ways to help them are
- Swan Centre Film about what we are and what we do made by students
- Everyone with Autism is individual – learn the child – students want staff to get to know them as a person and not as a list of generic difficulties on a website

Case Study: ‘Advocates Pupil Group’ at Patcham Junior School **Suzanne Spencer-Smith (SENCo)**

“An advocate is a person who speaks up for a cause.”

The Advocates Group at Patcham Junior School raises the CYP voice of SEN and other vulnerable CYP in the school complimenting the active school council. The self-named volunteer group comprises of a mixture of SEN and non-SEN children with two advocates from every class.

“If we didn’t have the advocates the school would not be such a great place.”
Y4 advocate.

What the Advocate Group has achieved?

“Our voices are really heard and we have improved the school a lot.” Y5 advocate.

- Led a staff meeting to inform teachers how they like to learn in class and which resources help them.
- Requested more DT and PSHE lessons and got involved in writing the PSHE policy.
- Part of the voting for definition used for bullying in the school.
- Improved playtimes introducing rotas for the adventure playground, improved access to hall and play resources.
- Part of school planning (eg book choices, planning new toilets, bike/scooter racks, school shop)
- Involved in the interview process for the new head teacher
- Representatives on the school council, and links with the chair of governors

“Everyone should get involved because the advocates really try to help the school.”
Y6 advocate.

7 Links with Governance re SEND

- a) Governing bodies are the vision setters and strategic decision makers for their schools. They play a vital role in ensuring the best possible education that takes every child as far as their talents allow. Crucially, that means creating robust accountability for executive leaders by using and being familiar with objective data on the performance of CYP, teachers and finances to ask the right questions.
- b) All governing bodies have legal duties under the Children and Families Act 2014 and must have regard to the statutory guidance, ‘the SEND Code of Practice: 0 to 25 years’ as detailed in the governance handbook 2017.
- c) The SENCo will liaise regularly with the identified SEND governor to enable the governing body to fulfil their responsibilities in relation to SEND.

Information that needs to be made available to include reporting that the school:

- meet their Equality Act duties for CYP with disabilities;
- use their 'best endeavours' to meet CYP' SEND;
- ensure that children and young people with SEND engage in the activities of the school alongside CYP who do not have SEND
- inform parents when CYP receive support for special educational needs
 - and involve them in reviews of progress;
- admit a young person, where the school is named in an EHC plan;
- appoint a suitably qualified or experienced member of staff as SENCO
 - (National Award);
- take account of the 0-25 SEND Code of Practice when carrying out
 - their duties in relation to CYP with SEN.
- co-operate with the local authority in developing the local offer
- produce and publish online a school SEN Information Report annually;
- make arrangements to support CYP with medical conditions demonstrating school has regard to relevant statutory guidance

d) SEND governor offers support and challenge to review how effectively the SEND policy is being implemented. They may query:

- Latest achievement of CYP on the SEN record – is there a gap in progress between SEN and non-SEN?
- Outcomes of SEND focused monitoring and evaluation
- How is the notional budget and element 3 (top up) school is receiving being used? Is it leading to better outcomes?
- The range of provision in place for CYP on SEN record and whether it is leading to good outcomes and is value for money
- Training staff have had on SEND
- How school is progressing on SEND related issues in School Development Plan
- Monitoring of data on bullying, attendance, exclusions, and safeguarding with particular focus on CYP with SEND. Are there any issues and what is school doing to address these?
- Role of SENCo – time and relationship with SLT?
- How the school involve the voice and views of CYP and parent/carers
- Is the school using external agencies to drive better outcomes for CYP?

<http://www.nga.org.uk/News/NGA-News/Sept-16-Feb-2017/New-Governance-Handbook-and-Competency-Framework-r.aspx>

e) The SENCo will report regularly to the governing body, proactively ensuring they are informed regarding strategic developments and SEND data and trends in the school. The purpose of the report is about accountability, to ensure that the governing body has the information and data they need to enable them to fulfil their legal responsibilities to hold the school to account for SEND, an area for which SENCos are the lead.

Suggested format for SEND Annual Report to Governing Body

1. Introduction

General summary statement – degree of stability, scrutiny, change, major issues.
Mention any particular wider school projects/initiatives that have linked with SEND

2. Statistical picture of SEND in the school

Analysis of SEND register- numbers, categories of need, EHCPs applied for
Comparisons with previous years to show trends, patterns, emerging issues
No of CYP with SEND moving to another school, reasons
Exclusions- any for those with SEND?
Attendance- any SEND related issues?

Summary commentary to support governors in their analysis

3. Attainment/outcomes/progress

The year's results, comparison to national expectations and Brighton & Hove.
Progress data with comparisons, particularly in relation to previous years.
Inclusion of data specifically related to whole school priorities where applicable.

Summary commentary to identify significance of trends

4. Provision, curriculum and interventions

Highlight any significant changes to practice, particularly any which might relate to the outcomes above. Refer to classroom observations, and Quality First Teaching issues.

5. Budget

Total, allocation, pressures.

6. Training

Refer to specialist training undertaken, any needs for the future highlighted by the data/needs cited in points 1 and 2.

7. Staffing

Changes, issues, include whole school context

8. Working with parents

Recent or ongoing initiatives, parental surveys/consultations, workshops etc

9. CYP Voice

Report on ongoing and new activity to actively engage CYP in target setting, monitoring and evaluation.

Extra-curricular activity relevant to SEND, to maximise informal as well as formal learning opportunities

10. Working with others

Links with other agencies, evaluation of input from services purchased/used by the school. Governor visits, learning walks re SEND. Links with SENCo forums and cluster groups.

11. Update on accessibility arrangements

Any changes/adaptations done/needed in the future

12. Complaints

Any? What were they about? Resolved? Tribunals?

13. Priorities for the coming year

Frame these against the information in the report, which provides the evidence base for the priorities.

Case Study of Governor Support for SEND at Goldstone

At Goldstone Primary School the SEND link governor meets termly with SENCo before the full governing body (FGB) and questions that arise from the following are taken to the FGB.

- Evaluate action plan to identify progress and further development
- Scrutinise SEND register and provision plans.
- Evaluate interventions and CYP progress and impact.

A SENCo governor report is formally submitted by SENCo 3 times a year to be shared with the governing body. Each report has overview of SEND that term and a review on one particular area of intervention.

Goldstone operates an open door policy for all stakeholders where all governors are invited in for governors' week in addition to the formal meeting cycle.

The governor for SEND is able to support the school by asking questions, observing the provision for children on the SEND register and assisting in areas for development in the area of SEND.

The SENCo works closely with the safeguarding governor and assessment link governor to ensure that there is an effective link and support for all vulnerable children.

8 SEN Information Reports, Local Offer, and SEND and Inclusion Policy

8a) SEN policy: outlines the vision, values and aims of the school's SEN provision

In February 2015, the Department for Education (DfE) produced a factsheet for schools on the special educational needs and disability (SEND) reforms explaining that schools are required to publish a SEN information report detailing the implementation of their SEN policy.

It adds, a school's SEN policy provides the vision, values and broader aims of the school's SEND arrangements. As such, it acts as a framework from which the statutory requirements are drawn. <http://www.naht.org.uk/resources/assets/attachment/full/0/45000.pdf>

Schools are free to decide the format in which their SEN policy is set out, and whether or not it is a stand-alone document. East Sussex County Council has published a model SEN policy for its schools. It says 'SEN practice in your school will be detailed in your SEN information report/school local offer for SEN', suggesting that you do not include details of practice in the policy but refer readers to the other documents.

<https://czone.eastsussex.gov.uk/media/1884/model-sen-policy.pdf>

The model policy looks at:

- Leadership and management of SEN
- The kinds of SEN provided for in the school
- Identification and assessment of SEN
- Evaluating the effectiveness and impact of SEN provision

8b) SEN information report: information published on the school website about the provision available in the individual school, and how the school's SEN policy will be implemented

All maintained schools, maintained nursery schools, and academies publish information on their websites about the implementation of their policy for CYP with special educational needs (SEN). This includes special schools.

The information should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. The SEN information report requires the approval of the full governing body.

Schools are required to have an SEN policy, as well as an SEN information report. These can be published in the same document.

Paragraph 6.79 of the SEND Code of Practice explains that governing bodies are required to publish information about:

Identifying and assessing SEN

- The kinds of SEN that are provided for
- Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCo (mainstream schools)
- Arrangements for consulting parents/carers of children with SEN and involving them in their child's education
- Arrangements for consulting young people with SEN and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Teaching and learning

- The approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEN
- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Health, emotional and social development

- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- How the school involves other bodies, including health and social care bodies, LA support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

Concerns and complaints

- Arrangements for handling complaints from parents/carers of children with SEN about the provision made at the school

It should also include arrangements for supporting children and young people who are looked after by the local authority (LA) and have SEN.

8c) Local offer: information published by the local authority (LA) about the support for CYP with SEN or disabilities that should be available in schools in its area

- The local offer should set out at the 'local authority level' what the LA expects to be available in every school
- The SEN information report sets out in greater detail what provision is available in an individual school

Schools should co-operate with their LA to develop the local offer. They are not required to reproduce the same amount of information in their SEN information reports, or to publish the full local offer.

The SEN information report should detail the school's contribution to the local offer, and include information about where the LA's local offer is published.

9 Local Processes and Frequently Asked Questions

9a) Welcoming and admissions for CYP with SEND

Ensuring that every child in England enjoys the right to education is of fundamental importance. Receiving the right education is the key to unlocking a child's enjoyment of many other rights, and helping to ensure that children reach their full potential, ensure their well-being, and participate actively in society.

Children's Legal Centre (2008) The right to education in England

The admissions system is designed to make sure that all children can exercise their right to education and that they all have the same opportunity to attend a school that makes appropriate provision for them.

The admissions requirements under the School Standards and Framework Act 1998; the special educational needs (SEN) requirements under the Children and Families Act 2014;

and the disability requirements under the Equality Act 2010 all combine to provide a strong framework protecting children and young people's rights.

Schools who welcome all CYP; schools who think ahead and make adjustments for disabled pupils; schools who plan special educational provision to meet SEN; schools who involve parents and CYP themselves in planning to achieve good outcomes are more likely to meet both the spirit and the letter of the legislation.

A report from the Office of the Children's Commissioner in 2014, entitled, '*It might be best if you looked elsewhere*', found that, in general, the school admissions process is well-managed. However, there was evidence from some parents of disabled children and children with SEN who, during the informal parts of the process, such as visits to schools, had been encouraged to explore admission to a different school for their child. Actions such as encouraging parents to go elsewhere may be against the law as it may amount to discrimination.

SEN and disability must not be used as a reason to refuse admission. Local authorities are required to provide impartial information, advice and support for CYP and parents on SEN and disability issues, including admissions.

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/School%20Admissions%20Briefing_0.pdf

<https://www.brighton-hove.gov.uk/content/children-and-education/school-admissions>

<https://www.brighton-hove.gov.uk/content/children-and-education/schools/advice-parents-and-carers>

9b) Local information and signposting

SENCOs are often a key person families turn to for advice about other services and support locally for their children and family. There are a range of sources of information and support in the city for families who have a child with SEND. Rather than trying to keep up to date with all of these, schools can use or signpost to a few key places that will hold this information and keep it updated.

The Local Offer: Brighton & Hove's Local Offer gives information on the help and support available locally for CYP aged 0 to 25 with special educational needs and/or a disability (SEND), and their families. It covers health, education, social care, leisure, preparing for adulthood and more.

The Local Offer web pages include information on services, how things work, families' entitlements and where to get help. The Local Offer is a helpful resource for SENCOs to draw from and to signpost families to if they can access information online.

www.brighton-hove.gov.uk/content/children-and-education/local-offer

Amaze: Amaze is the SEND Information, Advice and Support Service for Brighton & Hove as required by the SEND Code of Practice. Amaze works with parents and carers of children with special educational needs and disability aged 0-25 and with young people themselves.

Amaze offers one point of access to information, advice and support on issues relating to education, social care, leisure, money matters and health care. Amaze holds information on

local and national organisations useful to families and has information on the active local parent support groups e.g. mASCot. www.amazebrighton.org.uk

Amaze can tailor information and advice for individuals and offer more to parents and young people who find it less easy to find things out for themselves.

Amaze also runs the Compass children's disability register and **Compass Card** which gives children access to a wide range of leisure discounts and offers. Any child who has an EHCP or receives Disability Living Allowance can apply for a Compass Card.

www.compasscard.org.uk

The Family Information Service: FIS offers a wide range of information and advice for families. Their Family Services Directory lists local services that can support families, as well as listing all Ofsted registered childcare providers in Brighton & Hove. FIS is not specific to SEND but is valuable for the wider picture of services and support in the city. It links to the Front Door for Families.

www.brighton-hove.gov.uk/content/children-and-education/childcare-and-family-support/family-information-service-fis

9c) Working with and involving parents

Involving parents and carers in decision-making about their child is a core component of the Code of Practice.

It is often not easy being the parent of a child with SEND, and families can be under intense pressure and strain. Schools play an important role working with and supporting parents, who in turn support their child. Conversely, when relationships between school and home become strained, this can put even more pressure on families, which can then impact on the child.

Building positive relationships, and viewing parents as experts, creates a foundation on which to build a culture of working together. Parents frequently report feeling blamed for their child's difficulties, particularly around behaviour. An initial focus on communication, support and trust can help avoid this. Once relationships have been established, school and parents can work more productively together to develop strategies to help the child.

Some practical tips suggested by parents and carers in Brighton & Hove are:

- Ask parents how they would like to be communicated with (email, phone, text etc.), and how they would like to be addressed (Mr/Ms/Mrs/Miss/Dr/first name, etc.);
- Inform parents about how best to contact the school;
- Arrange regular meetings with advance notice, to pre-empt issues;
- Be proactive about offering support, e.g for trips and out of school activities;
- Involve parents, e.g. copying into emails with external agencies, ensure reports are shared with parents.

Parents value it when schools are able to communicate both informally and in a planned way: "meetings set up in advance meant the flow of communication was good". Parents would like "respect and compassion for difficulties at home. Don't blame the parent." They want to work together to benefit their child: "if parents feel supported it will help the child".

Parents may welcome some extra support to express themselves clearly, understand what is happening and be fully involved in SEN processes for their child. SENCOs can signpost parents to Amaze for this (see 9b). www.amazebrighton.org.uk

Some parents may have ideas and issues about SEND and local services that go beyond their individual child or school. The Parent Carers' Council or PaCC is a city wide, parent-led forum that represents the views of parent carers of children and young people with SEN and disabilities. PaCC work to share the views of parent carers with service managers and commissioners. They supported the development of the partnership charter which makes it clear what level of service parents can expect and the contribution they can make. <http://paccbrighton.org.uk/>

Ethnic Minority Achievement Service (EMAS) can support families with English as an additional language (EAL) with home school liaison giving an opportunity to share concerns and queries. This can also support through the statutory process and can allow engagement with the school and other professionals. <https://www.brighton-hove.gov.uk/content/children-and-education/schools/emas-support-parents-and-carers>

9d) Education Support Services

School SENCOs can access a range of SEN support from statutory, core and traded services. Access to services varies and all of the teams are detailed within the Local Offer with consent and referral processes.

<https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/educational-support-services-5-11-year-olds-send>

<https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/educational-support-services-11-16-year-olds-send>

Several support services are coordinated into the Brighton & Hove Inclusion Support Service. <https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/brighton-hove-inclusion-support-service-bhiss>

9e) Health Services

Where schools and families have developmental concerns regarding a CYP they can refer to health pathways for a range of assessment/intervention.

All schools have a link school nurse. Health visitors support children under 5.

SENCOs and families can access details of health services via the Local Offer:

<https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/health-services-5-11-year-olds-send>

<https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/health-services-11-16-year-olds-send>

Seaside View Child Developmental Centre is part of the Children & Families' Integrated Children's Development & Disability Service. This city-wide service works with children who have a range of developmental needs.

Referrals that meet the criteria include known and suspected developmental neurological disorders (eg Down Syndrome, Cerebral Palsy), social communication disorders, significant motor coordination difficulties, significant global learning difficulties where possible genetic cause or syndrome, and as part of EHCP process.

Parents and carers can ask any professional who knows their child (including SENCOs) to complete a referral form and send it to the team at Seaside View. For forms contact the referrals administrator at the Seaside View Child Development Centre Tel: 01273 265780
<https://www.brighton-hove.gov.uk/content/children-and-education/childrens-services/assessment-childrens-disability-service-seaside>

CAMHS

<http://www.brighton-hove.gov.uk/content/children-and-education/childrens-services/child-and-adolescent-mental-health-services-camhs>

Wellbeing service

<https://www.brightonandhovewellbeing.org/children-and-young-people>

Community Speech and Language Therapy:

<http://www.sussexcommunity.nhs.uk/downloads/services/salt/referral-form-mainstream.pdf>
<http://www.sussexcommunity.nhs.uk/downloads/services/salt/referral-form-specialschools.pdf>

Audiology:

<https://www.brighton-hove.gov.uk/content/children-and-education/childrens-services/childrens-audiology-service-testing-childrens>

9f) Health care planning

Individual healthcare plans can help to ensure that schools effectively support CYP with medical conditions. They provide clarity about what needs to be done, when and by whom.

They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed, and are likely to be helpful in the majority of other cases, especially where medical conditions are long-term and complex. However, not all children will require one.

The format of individual healthcare plans may vary to enable schools to choose whichever is the most effective for the specific needs of each CYP. They should be easily accessible to all who need to refer to them, while preserving confidentiality.

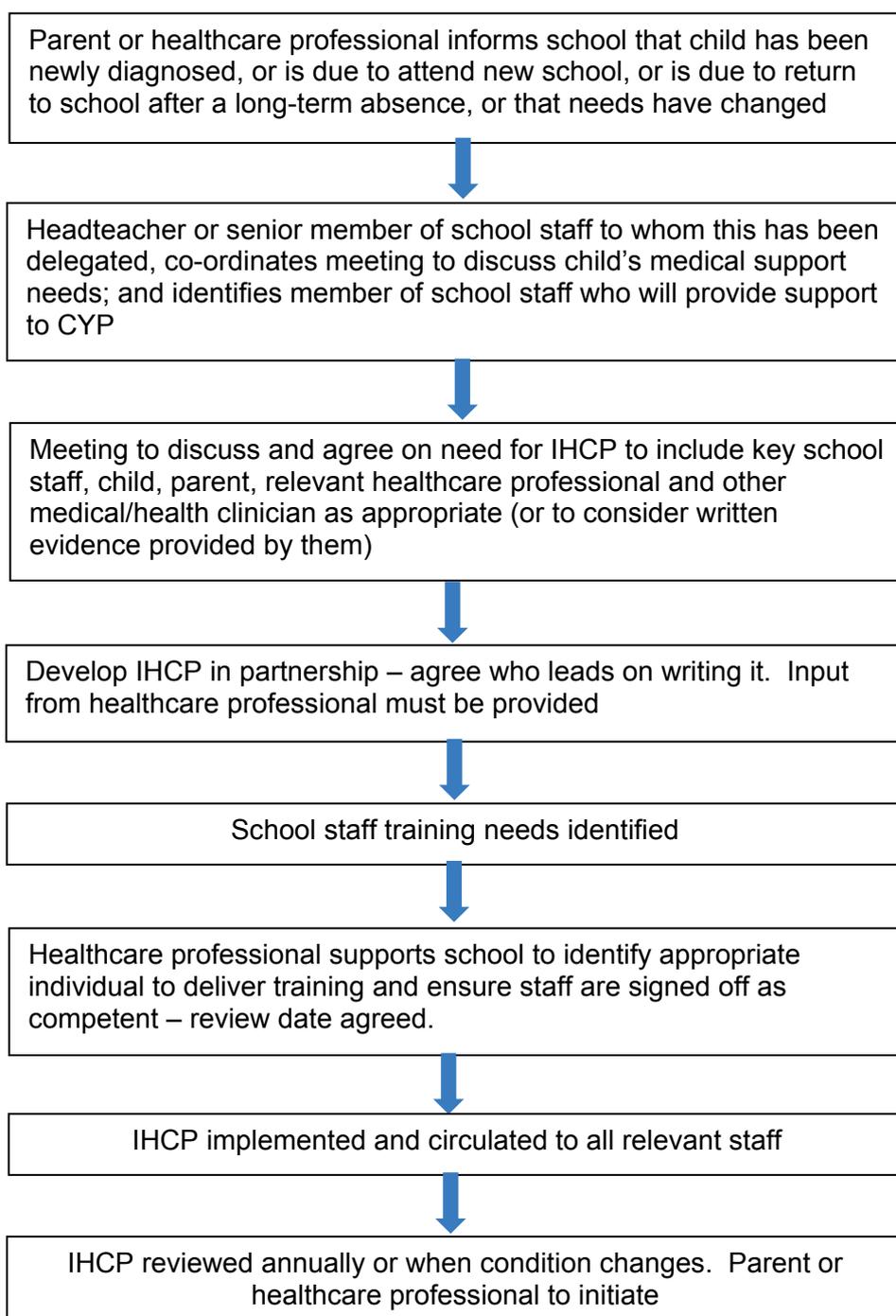
Plans should not be a burden on a school, but should capture the key information and actions that are required to support the child effectively. The level of detail within plans will depend on the complexity of the child's condition and the degree of support needed. This is important because different children with the same health condition may require very different support.

Where a child has SEN but does not have a statement or EHC plan, their special educational needs should be mentioned in their individual healthcare plan.

Brighton & Hove have a suggested template adapted from the DFE guidance Ref: <https://www.gov.uk/government/publications/supporting-CYP-at-school-with-medical-conditions--3>.

Use of this format is voluntary, and schools are free to adapt them as they wish to meet individual needs, to design their own templates or to use templates from another source.

Individual Health Care Planning



9g) Risk assessment

The link below outlines the requirements from the Health and Safety Executive (HSE) that schools and settings are under to provide risk assessments in relation to children and young people who have an identified SEN, additional support need or disability. We promote the message given that all parties work together to find solutions that enable access to educational opportunities.

Most disabled and most SEN/ASN students will not need any additional health and safety considerations, but for those that do information is provided to help employers to comply with their duties under the Health and Safety at Work etc Act 1974 (HSW Act), and associated regulations (including risk assessment and safe moving and handling), and help in their decision-making, and to understand the links with other legal responsibilities such as the Equality Act 2010 and Human Rights legislation.

<http://www.hse.gov.uk/services/education/special-educational-needs.htm>

Brighton & Hove have a guide which outlines the risk assessments that are required in all schools; individual people assessments that may be required and specific assessments which may be required depending on the facilities, services etc within the school. Risk assessments must be reviewed annually or sooner if there is an incident, change in circumstances, equipment.

Risk Assessments for 'Individual CYP Risk Assessments' may need to be carried out where the CYP has challenging behaviour, Special Educational Need(s) (SEN) or a medical condition/disability/medication/adaptations that are required to support the child/young person within the school. Where possible, all relevant staff/bodies working with the child/young person should be involved in carrying out the risk assessment.

9h) Home/school transport

<https://www.gov.uk/apply-school-transport-for-child-with-special-educational-needs-sen>

Parent/carers can apply for school transport for a child with special educational needs and disabilities. A child is described as being entitled to free transport if they can't walk to school because of their SEND or mobility problem. Eligibility is outlined in Brighton & Hove home to school transport policy

https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Brighton%20Hove%20Home%20to%20School%20Transport%20Policy%20270315%20FINAL_0.pdf

9i) Cross border arrangements

SENCoS coordinate SEND support for all CYP on roll in the school, irrespective of their address and whether they live in a neighbouring Local Authority to Brighton & Hove.

However, where a CYP might require statutory support through an EHC Plan, then the LA in which the CYP is resident is the LA who works with the SENCo to arrange the statutory assessment and subsequent annual reviews. Any related additional funding arrangements for that CYP as outlined in their EHC Plan / assessments, would be coordinated with the SEN team linked to that child's LA of residence.

Where a child is Looked After, their Social Worker will advise the SENCo which Authority has responsibility for the ongoing care for that CYP, following the relevant 'Belonging Regulations'.

9j) Behaviour

'Understanding the challenge you face'

In addition to the graduated response for SEMH in this guide, Brighton & Hove offers a range of guidance to support SENCos and Inclusion leads in the management of processes to meet the needs of CYP presenting with SEMH needs and associated behaviours. These include:

- i. Behaviour and Attendance Panels (BAP) where a range of professionals agree ways forward for CYP
- ii. Fair Access Protocol (FAP)
- iii. Managed move protocols for CYP making moves to new schools
- iv. Examples of best practice through policy development

These are to be implemented through school policy and practice to comply with DFE statutory requirements which can be found at the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

There is a also range of support services available for schools to access when meeting the needs of CYP with SEMH as outlined in the Local Offer:

<https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/educational-support-services-5-11-year-olds-send>

<https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/educational-support-services-11-16-year-olds-send>

i) Behaviour and Attendance Partnership (BAP)

Secondary

1. The Secondary Behaviour and Attendance Partnership (BAP) is an operational body which acts as a representative group for Headteachers and the Local Authority (LA) to ensure the fair distribution of CYP across the City, including to the CYP Referral Units (PRUs). The Partnership works under the Fair Access Protocol and works to implement the Managed Move Protocol
2. The Secondary BAP consists of:
 - Secondary School Headteacher representatives from each secondary (including Academy & Free Schools)
 - CYP Referral Unit (PRU) representative
 - Local Authority representatives including:
 - Access to Education Manager (Chair)
 - Brighton & Hove Inclusion Support Service (BHISS) representatives
 - School Admission Manager
 - LA Exclusions Officer
 - The meetings of the Secondary BAP are open to Secondary Headteachers in Brighton & Hove to attend at any time.

3. The functions of the Secondary BAP are to:
 - a) Act as a Fair Access Panel
 - b) Implement the local agreement on preventative PRU places and ensure the clear through flow of CYP to enable the functioning of that agreement
 - c) Ensure statutory government legislation on exclusion is adhered to
 - d) Share schools' exclusion data and work to identify joint solutions to reduce fixed term and permanent exclusions and promote inclusion across the city
 - e) Share relevant information, resources and training to promote inclusion
4. All referrals of CYP who are considered as potentially needing a PRU placement are made to the BAP using the agreed format.
5. Each member of the BAP assumes responsibility for the constructive development and practice of the group and agrees to implement Fair Access Protocol.

Primary

A similar forum meets regularly to consider the SEMH needs of children in the primary age range of the city. It fulfils similar functions to the Secondary BAP.

ii) Brighton & Hove Secondary Fair Access Protocol (FAP)

The school admissions code issued by the Department for Education (DfE) is mandatory, meaning that it is not guidance, but has the force of law. The current code which came into force in December 2014 states that all local authorities must have a Fair Access Protocol. This Protocol must ensure that children who are admitted outside the normal admissions round (i.e. at ages 4+, 7+ or 11+ as appropriate), especially the most vulnerable, are offered a place at a suitable school as quickly as possible.

The FAP Protocol applies equally to all secondary schools in Brighton & Hove. Full details of the working processes of the FAP and its relationship with Behaviour and Attendance Partnership (BAP), is circulated to all schools by the Access to Education Team.

Below is a summary overview.

Fair Access Protocol

1. The operation of the Secondary Fair Access Protocol (FAP) is outside the arrangements for the school's normal admission arrangements. It is triggered when a parent of an eligible child has not secured a place under routine in-year admission procedures.
2. All admission authorities (i.e. this includes all Academies, Free and Voluntary Aided schools) as well as community schools, must participate in the Secondary FAP. Where a local authority considers that an Academy will best meet the needs of any child, it can ask the Academy to admit that child.
3. Applications do not comply with 'normal' admissions arrangements. No school can be considered 'full' for purposes of the Protocol.
4. The School Admissions Manager will be responsible for identifying schools to place eligible children as fairly as possible. The child's address and other family circumstances will be considered so that the school identified is within a reasonable distance from the child's home.
5. The School Admissions Manager has no duty to comply with parental preference when making allocations under the Secondary FAP.

6. All schools, regardless of status, when asked to admit a child through the in-year process who is subsequently found to have challenging behaviour can refer to the School Admissions Manager and the chair of the BAP for action under the Secondary FAP. Admissions authorities must not refuse to admit a child thought to be potentially disruptive, or likely to exhibit challenging behavior, on the grounds that the child is first to be assessed for special educational needs.
7. Generally FAP would not apply where a student already has a mainstream school place in Brighton & Hove. Where a family have moved house consideration will be given to offering assistance with home to school transport in the form of a bus pass. If transport is lengthy or complicated a FAP change of placement may be considered.
8. In order to ensure fair allocations, no school will be asked to take a disproportionate number of eligible children, even if there are places available at the school.
9. Placement changes in lieu of permanent exclusions as agreed by BAP operational group will be recorded against Secondary FAP numbers. There will be no 'one-out-one-in' policy in relation to children who are permanently excluded.
10. Schools will be contacted about a potential allocation with as much information as possible (e.g. previous school) and given five school days to notify the School Admissions Manager and the chair of the BAP of any exceptional reasons that would make the allocation inappropriate.

iii) **Managed Moves**

The Access to Education Team offers guidance to schools on the procedures of managed moves in Brighton & Hove with the aim to reduce the risk of the child being permanently excluded. Below is an overview for information.

'A CYP can transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, the threat of exclusion must never be used to influence parents to remove their child from the school'
 'Exclusion from Maintained Schools, Academies and CYP Referral Units in England 2012'

1 Definition of a Managed Move

A Managed Move is defined as a formal agreement between two schools, a child and his/her parents. It allows a child at risk of permanent exclusion to have a trial transfer to another school. The move requires the agreement of the child's parent, the head teacher of the child's current school (home school) and the head teacher of the proposed school (receiving school). School leaders will need to ensure that such provision is outlined in the relevant school policies e.g. admissions, behaviour, attendance etc.

2 The context for Managed Moves

During the trial period of a Managed Move, the receiving school will need to keep a space available for any other school application that may be made. We recommend that any trial period lasts no longer than one term.

A Managed Move is never an early or first response when a child is struggling at school because of behaviour. Rather it should be considered as part of a measured response to supporting social emotional and mental health needs. Moreover, it is a strategy that must be considered in the later stages of a support and intervention programme where there is little or no evidence of success or progress.

3 Principles for Managed Moves

All schools need to act in a spirit of partnership and collaboration for the Managed Move arrangements to work, with regular reviews and progress reports.

A Managed Move request should be initiated by the child's current school. This should not occur if a parent has applied for an alternative school place.

It is essential that the full agreement of parents is obtained. The views of the CYP to undertake a transfer to another school voluntarily needs to be considered

Justification for the movement of CYP in care or the subject of a statement of SEN or an EHCP can only be agreed as part of a Personal Education Plan (PEP) or through the Annual Review process. The Local Authority (SEN/ Virtual School/ Social Care), would need to be satisfied that the move will meet the educational needs of the child and will satisfy any plans or statements that are currently in place.

4 Criteria for Managed Moves

Managed moves would only be implemented in consultation with the child and family where all parties consider the proposed school is likely to be able to offer something sufficiently different to make the Managed Move viable. This may be the size/location of the school or a new peer group/teaching team/curriculum, depending on the particular issues at the home school.

Behaviour: It is the expectation of the Local Authority that a Managed Move should be considered prior to a permanent exclusion being implemented. The school should be able to demonstrate that all other preventative strategies have been exhausted. The schools own interim procedures will have already been implemented along with all strategies to avoid exclusion and address challenging behaviour.

Attendance: It may be appropriate in some circumstances where a CYP has attendance below 30% for the Managed Move protocol to be used

5 Procedures for Managed Moves

Head Teachers should be satisfied that all multiagency preventative measures have been exhausted to resolve the CYP's difficulties in school prior to the procedures being implemented. These include implementing timely meetings with key staff and support services alongside child and family, sharing of relevant information, keeping clear records, and agreeing shared outcomes.

Guidelines on practical preparation for the CYP's managed move to a new school is available from the Access to Education Team.

iv. Examples of best practice through policy development

An Attachment Aware exemplar behaviour policy guide is being developed for Brighton & Hove schools which will be launched during 2017-18.

This aims to support schools to move away from traditional behaviour management approaches towards a relational approach, which is inclusive for all and can be universally adopted by the whole school community.

9k) Part time timetables and rights of school access

DfE statutory guidance on the use of part-time timetables and exclusions is very clear.

All CYP of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a CYP's individual needs.

As a rule schools should not be putting CYP on part time timetables. Where exceptional circumstances exist, arrangements should be for a specified limited time with plans to extend the timetable back to full time access.

Examples may be where a medical condition prevents a CYP from attending full-time education and a part-time timetable is considered as part of a re-integration package.

A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the CYP is expected to attend full-time or be provided with alternative provision.

In agreeing to a part-time timetable a school has agreed to a CYP being absent from school for part of the week or day and therefore must record it as authorised absence.

'Informal' or 'unofficial' exclusions, such as sending a CYP home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a CYP, even for short periods of time, is required to be formally recorded.

Key points for a part-time timetable for CYP who are not allowed or not able to attend either mainstream or special school on a full-time basis for medical, behavioural or other reasons:

- A part-time timetable should be a response to a particular circumstance
- A parent/carer must consent to part-time timetable
- The timetable should be for a limited period. The suggested maximum length of a part-time timetable is half a term
- Any part-time timetable arrangements should be regularly reviewed
- The objectives of any part-time timetable should be clearly understood
- A parent/carer must be aware that they are taking responsibility for their child when he/she is not in school and guarantee that their child will be appropriately supervised off site

School attendance: Guidance for maintained schools, academies, independent schools and local authorities November 2016

<https://www.gov.uk/government/publications/school-attendance>

9l) Anti Bullying

The Personal Social Education (PSE) team offer data and guidance on enhancing children and young people's safety and well-being at school. They complete an annual survey to inform progress.

9m) Front Door For Families

As of May 2017 Brighton & Hove have a single point of contact for services called Front Door for Families, merging Multi Agency Safeguarding Hub (MASH), Early Help Hub and Information for Families Service. The service provides support, guidance and access to specialist targeted services for parents, carers, members of the public, young people and professionals.

The single point of contact links to referrals for support for early help and concerns regarding child safeguarding:

<http://www.brighton-hove.gov.uk/frontdoorforfamilies>

<http://www.brighton-hove.gov.uk/content/children-and-education/front-door-families/about-front-door-families>

9n) Transition

i) Starting school

When a child with SEND starts school it can be an anxiety provoking time for parents, children, SENCOs and teachers alike. SENCOs have an important role in acknowledging the emotions children, parents/carers and staff may exhibit around the change and highlight the positives and ways forward.

- Parents can be anxious if they've made the right choice, if their child might be 'left behind', bullied, unsafe, or unable to communicate their needs.
- The child can be excited and positive about starting 'big school' and/or anxious of change, but can also sense adults' anxiety.
- Siblings often have mixed emotions (e.g. their job to look after him/her, fear embarrassment, or worry about what will happen if their sibling is 'naughty').
- Other parents might worry about school resources being diverted away from other children, or about possible challenging behaviour.
- Senior leads may be anxious about resource implications, extra time pressures, unreasonable expectation of expertise or capacity to support and advise them.
- A class teacher may lack confidence in dealing with the child's needs, might worry about impact on catering for all reception class.
- Teaching assistants may worry about level of responsibility for child, or concerns about dealing with medical needs, challenging behaviour or toileting.
- Teachers further up the school may feel anxious about how well they will manage the child when they reach their class.

Best practice would ensure the team around the child comes together in a transition meeting once a school has been identified. This can offer an opportunity to share a brief description of the child including current support arrangements, progress as measured by EYFS, and parental concerns.

A review of the child's strengths, areas for development and successful strategies used in pre-school can lead to an agreed action plan for successful transition, outlining what is needed, who will provide it and by when. The plan may include arrangements for visits to school, home, settling in, future support needed from external agencies, information from reports, social stories / scripts and further information sharing.

The meeting will also be an opportunity to ensure that any plans for adaptations to the school building are in place and to consider whether there are any other resource implications (e.g. specialist equipment) or training needs that have not already been addressed).

The BHISS early years specialist teachers and PRESENS staff in Jeanne Saunders Centre Specialist Nursery coordinate the transition process for children with SEND. They are referred to as the EYS team in below timeline:

| Parents / carers | Timeline | Early Years setting / school / professionals |
|--|-------------------|---|
| Autumn term R-1 | | |
| Start thinking about school and look at Brighton & Hove School Admissions booklet online. Look at school prospectuses online. | Sept | EYS team hold conversations with parents regarding school choices. |
| Visit schools (Open Days). Attend EYS Team 'Choosing a school' coffee morning. | Oct | Schools to make SENCo available at Open Days. Schools to welcome parents / carers and be flexible regarding meeting parents' needs. Schools to make note of resource / training implications for children with SEN. EYS Team 'Choosing a school' coffee morning. |
| Spring term R-1 | | |
| Closing date for school applications (mid January) | January | EYS team gather information about school choices and share. |
| Summer term R-1 | | |
| National Offer Day (mid April). | April | Early Years team to provide Early Years SENCos with SEND transfer forms to complete. EYS team to remind school SENCos of transition arrangements. |
| Closing date for parents / carers to accept / decline school place (early May). Attend 'Transition' coffee morning. | May | Early Years SENCos to send SEND transfer forms to schools by 2 nd May. EYS team to liaise with outreach services (Special school outreach, ASC BHISS, EMAS) and SENCos regarding receiving children. Schools to begin to implement necessary resourcing / training / recruitment for receiving children with SEND. EYS team 'Transition' coffee morning. School SENCos to schedule transition meetings as required (via liaison with EYS team) and invite other professionals. |
| Appeals considered. Attend school-based transition support for whole year group. Attend individualised transition meeting if required. Schedule additional transition support visits as required. | June | Receiving school staff to visit children in Early Years setting. Ongoing contact between Early Years setting and school – supported by BHISS EYS Universal early years foundation stage transfer document are passed to all settings with request for completion for receiving schools. |
| | July | Schools to provide transition to school pack (e.g. 'All about me'). EYS team to send transition reports to schools and parents / carers. SALT to send transition reports to schools and parents / carers for those children requiring ongoing therapy. |
| Autumn term R | | |
| Children start school full or part-time. | Sept / Oct | School SENCos to raise new CYP with additional needs at planning meetings with outside agencies. |

ii) Primary to secondary school: guidance to schools and professionals

The SENCo helps co-ordinate support at transition for children in Year 6 through identifying CYP who are vulnerable and ensuring support is in place on arrival in secondary school, making the move to be positive and successful. Below are supporting actions:

1. Secondary school to analyse and use the Vulnerability Index (VI) to generate a list of vulnerable young people.
2. Schools to organise a meeting to discuss transition at the secondary school including representation from school and professionals around the school (e.g. BHISS colleagues, Educational Psychologists)
3. Discuss and prioritise need and involvement of professionals based on information received e.g. additional support for transition for vulnerable young people from:
 - SEN Practitioner (SEMH)
 - Educational Psychologist
 - Primary Mental Health Worker
 - BHISS ASC specialist teachers
 - Other relevant professionals
4. Discussion with primary schools to include discussion and thanks for the information provided on the VI and additional checks e.g.
 - Any CYP who is not able to access the classroom on a full-time basis
 - Any CYP whose attendance is concerning
 - New CYP to the school or who have had many changes of school
 - Any CYP who has experienced exclusion from school
5. Additional support for vulnerable groups or young people which could include an additional day to visit the school. This should aim to decrease their anxieties and help build a sense of belonging to the new school. Activities could include extra-curricular activities to reinforce knowledge of the school environment (e.g. cooking, uniform mannequins and photos, picnic, treasure hunt, key ring or badge making, video blogs, dance therapy and worry box. Good practice would be to invite parents/carers and AMAZE to be part of the day.
6. Primary Mental Health Workers and other BHISS colleagues can support with running groups for parents who are anxious about their young people transferring to secondary school.
7. Suggested activities to support transition

CYP/Groups

- Mindfulness activities for Year 6 CYP
- Forest School
- Identify a key worker for most vulnerable who can visit the CYP at their primary school and help support transition
- Circle of friends for identified vulnerable young people
- One page profile/portrait of needs, strengths and best way to support young person completed in consultation
- Encourage young person to develop new skills and abilities both personally and socially (e.g. around friendship, self-esteem and confidence)
- Buddying systems involving older CYP at the secondary school to help settle in
- Help CYP feel prepared by: familiarising route, layout of school, equipment, uniform etc.

Parent/Carer

- Mindfulness for parents/carers
- List of acronyms to share with parents/carers
- Invite AMAZE to welcome parent evening
- Parent support groups
- Practice travel route with CYP
- A meeting with the SENCo of the next school in June/July.

Whole School

- Invite key professionals from secondary to multi-agency meeting to discuss vulnerable CYP
- Normalise and create a sense of excitement about going to secondary school
- Involve older siblings/ cousins with experience of the school to offer support and advice. Alternatively an older CYP at the secondary school could assume this role.
- Where possible ensure CYP form group members are known before end of term; promote opportunities to socialise with these peers over the summer
- Transition programme could involve additional visits, meeting key staff, buddy system
- Building positive relationships with teachers in school is of paramount importance to young people who are identified as vulnerable and this will help to reduce anxieties. Establishing and maintaining quality relationships with staff should be a priority.
- Key member of staff allocated to support CYP to help diffuse, problem-solve any anxieties over CYP-teacher relationships that may arise.
- Motivational Interviewing and Solution Focused discussions in school with a focus on building self-awareness and self-regulation skills.

iii) Moving on planning

See Post 16 Section and helpful information can be found below:

<https://www.brighton-hove.gov.uk/content/children-and-education/childrens-services/transition-planning-young-people-a-statement-sen>

10 Glossary of Terms

Academy: A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.

Access to Work: An Access to Work grant from the Department for Work and Pensions helps to pay for practical support for young people and adults who have a disability, health or mental health condition so they can start work, stay in work or start their own business. It can pay for things like special equipment, fares to work if public transport is not practical, a support worker or coach in the workplace or a communicator at a job interview.

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Areas of need: Four broad categories used to describe a CYP's SEN. They are: communication and interaction, cognition and learning, SEMH (see below), sensory and/or physical needs

ASC: Autistic Spectrum Condition

BAP: Behaviour and Attendance Panel

BHISS: Brighton & Hove Inclusion Support Service

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

CCG: Clinical commissioning group. A group of NHS professionals which is responsible for planning and arranging the delivery of the healthcare provision for people in its area.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

COP: Code of Practice 2014

Compulsory school age: A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

CYP: Child Young Person

DfE: Department for Education

Disagreement resolution: This is a statutory service commissioned by local authorities to provide a quick and non-adversarial way of resolving disagreements between parents or young people and bodies responsible for providing education, whether the child or young person has an EHC plan or not, or health and social care in relation to EHC assessments and plans. Disagreement resolution services can also be used in cases of disagreement

between local authorities and health commissioning bodies during EHC needs assessments, the drawing up of EHC plans or the reviewing of those plans.

English as an Additional Language (EAL): The term used to describe children who are learning English. 'Additional' language is used as it may not just be their second, but third or fourth language

Early Help Assessment: A social care assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.

EHC Assessment: Initial assessment, carried out by the LA, for deciding whether a child or young person needs an EHC plan. Can be requested by parents, young people or schools.

Early Support Programme: The Early Support Programme co-ordinates health, education and social care support for the parents and carers of disabled children and young people from birth to adulthood. A key worker is assigned to families that join the programme.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education Funding Agency (EFA): An arm of the Department for Education that manages the funding for learners between the ages of 3 and 19 years and for those with SEN or disabilities between the ages of 3 and 25. The EFA allocates funding to 152 local authorities for maintained schools and voluntary aided schools.

ECaR: Every Child a reader intervention

Education, Health and Care plan (EHC Plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

EMAS: Ethnic Minority Achievement Service

EOTAS: 'Education Other than At School' support team

EP: Educational Psychologist

FAP: Fair Access Protocol

First-tier Tribunal (Special Educational Needs and Disability): An independent body which has jurisdiction under section 333 of the Education Act 1996 for determining appeals by parents against local authority decisions on EHC needs assessments and EHC plans. The Tribunal's decision is binding on both parties to the appeal. The Tribunal also hears claims of disability discrimination under the Equality Act 2010.

Free school: A free school is a type of academy, which is free to attend, but is not controlled by the local authority. Free schools receive state funding via the Education Funding Agency. Parents, teachers, businesses or charities can submit an application to the Department for Education to set up a free school.

Further education (FE) college: A college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Health and Wellbeing Board: A Health and Wellbeing Board acts as a forum where local commissioners across the NHS, social care and public health work together to improve the health and wellbeing of their local population and reduce health inequalities. The boards are intended to increase democratic input into strategic decisions about health and wellbeing services, strengthen working relationships between health and social care and encourage integrated commissioning of health and social care services.

IEP: Individual Education plan outlining the support a CYP receives in school/setting

Independent school: A school that is not maintained by a local authority and is registered under section 464 of the Education Act 1996. Section 347 of the Act sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with EHC plans.

Independent supporter: A person recruited locally by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the local authority and will receive training, including legal training, to enable him or her to provide this support.

Information, Advice and Support Services: Information, advice and support services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Information, Advice and Support Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Joint Strategic Needs Assessment (JSNA): Joint strategic needs assessments (JSNAs) analyse the health needs of populations to inform and guide commissioning of health, wellbeing and social care services within local authority areas. The JSNA's central role is to act as the overarching primary evidence base for health and wellbeing boards to decide on key local health priorities.

LA: Local Authority

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Maintained school: For the purposes of this Code, schools in England that are maintained by a local authority – any community, foundation or voluntary school, community special or foundation special school.

Mediation: This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all CYP, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

NHS trust: NHS trusts are public sector bodies that provide community health, hospital, mental health and ambulance services on behalf of the NHS in England and Wales. Each trust is headed by a board consisting of executive and non-executive directors, and is chaired by a non-executive director.

Non-maintained special school: Schools in England approved by the Secretary of State under section 342 of the Education Act 1996 as special schools which are not maintained by the state but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts.

Ofsted: Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.

Outcome: Describes the difference that will be made to an individual as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART)

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Parent Carer Forum: A Parent Carer Forum is a group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

Parental responsibility: Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon:

- all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- mothers who were not married to the father at the time of the child's birth, and
- fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force. Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to

certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.

Personal Budget: A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Personal Education Plan (PEP): An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

CYP Referral Unit (PRU): Any school established and maintained by a local authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for CYP who would otherwise not receive suitable education because of illness, exclusion or any other reason.

School Based Plan: A non-statutory document setting out school-based support and interventions for a CYP with SEN. Examples of school-based plans include IEPs, SEN support plans, CYP passports, and one-page profiles.

SEMH: Social and Emotional Mental Health

Service Children's Education (SCE): SCE oversees the education of UK Service children abroad. It is funded by the Ministry of Defence and operates its own schools as well as providing advice to parents on UK and overseas schools.

Special Educational Needs (SEN): 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 or a young person 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.

Special Educational Needs Co-ordinator (SENCo): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the head teacher or deputy may take on this role. In larger schools there may be a team of SENCos. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCo and child minders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to CYP or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Special school: A school which is specifically organised to make special educational provision for CYP with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life. SALT=Speech and Language Therapist

Tribunal: An independent body that determines appeals by parents or young people against LA decisions on EHC needs assessments and EHC plans, as well as claims of disability discrimination

Virtual School Head (VSH): The Virtual School Head (VSH) is an officer of a local authority who leads a virtual school team that tracks the progress of children looked after by the authority as if they attended a single school. The Children and Families Act 2014 requires every local authority to appoint an officer who is an employee of that or another authority to discharge this duty.

Young person: A person over compulsory school age (the end of the academic year in which they turn 16). From this point the right to make decisions about matters covered by the Children and Families Act 2014 applies to the young person directly, rather than to their parents.

Youth Offending Team (YOT): Youth offending teams are part of local authorities and are separate from the police and the justice system. They work with local agencies including the police, probation officers, health, children's services, schools and the local community, to run local crime prevention programmes, help young people at the police station if they're arrested, help young people and their families at court, supervise young people serving a community sentence and stay in touch with a young person if they're sentenced to custody.

11 Acknowledgements

The SEND Guide development group was set up in January 2017 to produce a school age SEND Guidance document for all schools and settings in Brighton & Hove to improve consistent identification and provision of support for CYP with SEND. The first draft was shared with the SEND Partnership Board in September 2017. Further development led to the final being launched in April 2018. A review is planned for April 2021.

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For more information go to
www.brighton-hove.gov.uk/SEND