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Cambridgeshire's Special Educational Needs and Disability Framework

SEND Expectations for Schools and Colleges

Introductory guidance

Update 8th July 2019

Introduction

There is a clear message in the Special Educational Needs and Disability (SEND) Code of Practice (2015) that all teachers are teachers of SEND and that school leaders must ensure that they have effective systems in place to identify and respond to SEND and improve outcomes for this group.

This guidance sets out the expectations for delivering SEND Support in schools including the role of other providers in the Local Authority and Health. It outlines how schools are expected to identify and respond to SEND. It is relevant for all children and young people with SEND whether they have an Education Health and Care Plan (EHP) or not.

Across Cambridgeshire, a number of schools are developing high quality practice in delivering SEND Support and significantly improving outcomes for these children and young people. As this guidance grows, we want to include examples from these schools. An SEND Support Steering group has been set up to coordinate this work.

If you would like to share comments or be involved, please contact Teresa Grady, County SEND Adviser.

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The role of the Governors

The legal duties for Governors are set out in the Children and Families Act 2014, the SEND Code of Practice 2015 and the Equality Act 2010. They include:

- to use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s SEND.
- to have a clear approach to identifying and responding to SEND.
- to publish information on their websites about the implementation of the board’s policy for pupils with SEND, the School SEND Information Report.
- to publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- to ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school.

For full information refer to the ‘Governance handbook’ Department for Education and National College for Teaching and Leadership. April 2017:
www.gov.uk/government/publications/governance-handbook

Memo

How well are outcomes (in learning, attendance, participation, and wider life skills) improving for pupils with SEND?

What is the attainment gap (and gap in wider achievements) between pupils with SEND and those without? What are you doing to diminish the difference?

Is there any correlation with other vulnerable groups such as Free School Meals? If so, what are you doing to address this?

How satisfied are parents and carers, children and young people with the school’s provision for SEND? How does the school know?

What impact does your SENCo make on improving the quality of teaching and learning across the school?

The role of Head Teachers

Head teachers should:

- Provide strategic leadership for a whole school ethos that supports high aspirations and achievements by all children and young people including those with SEND.
- Support data driven, evidence-informed practice.
- Ensure that the SENCo is able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of effective SEND provision for whole school improvement (from governors to class / subject teacher and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure processes are in place for involving parents and young people in reviewing their individual and the school's provision for SEND.
- Developing relationships with next stage educational providers including post 16 years. Support seamless transitions.

Memo

How does the school self-evaluate it's provision for SEND?

How does the school reflect SEND in its development plan?

How does the school's Continuing Professional Development (CPD) programme ensure that the school workforce has a shared understanding of SEND and that teachers know how to plan for improved outcomes for all children and young people including those with SEND?

How is the school's 'SEND Information Report' (statutory information published about the school's SEND provision) made accessible, kept up-to-date and reviewed and reviewed annually?

The role of SENCOs

The SENCO role involves:

- Overseeing the day-to-day operation of the schools SEND policy.
- Coordinating provision for children with SEND.
- Liaising with the designated teacher where a Looked After Child has SEND.
- Ensuring staff across the school are appropriately trained in recognising and supporting children with SEND.
- Advising on the graduated approach to SEND Support.
- Liaising with parents and carers of children with SEND.
- Making links with other education settings and outside agencies.
- Liaising with potential next step providers of education.
- Working with the Head teacher and governors on the implementation of the Equality Act (2010).
- Ensuring SEND records are kept up-to-date.

Memo

How do you know that there are consistently high standards of classroom teaching for SEND across the school?

How do you ensure that all class teachers and subject teachers can confidently adapt teaching and learning to meet individual needs?

What variety of means do you use to ensure there is effective communication between home and school and across the school?

How do you celebrate success of children and young people with SEND?

The role of the classroom/subject teacher

With the support and guidance of the SENCo and specialist staff, the classroom or subject teacher should:

- Recognise and respond appropriately to the needs of the pupils in the class who have or may have SEND.
- Be responsible for meeting Special Educational Needs and Disability.
- Have high aspirations for every pupil.
- Focus on outcomes. Be clear about the small steps along the way and how to achieve them.
- Use the SENCo strategically to support the quality of teaching and learning and the use of resources.
- Involve parents and pupils in planning and reviewing progress. Seek their views and provide regular updates.

Memo

How are you building your repertoire of SEND teaching skills? These skills will benefit all children and young people in your class but are essential for those with SEND?

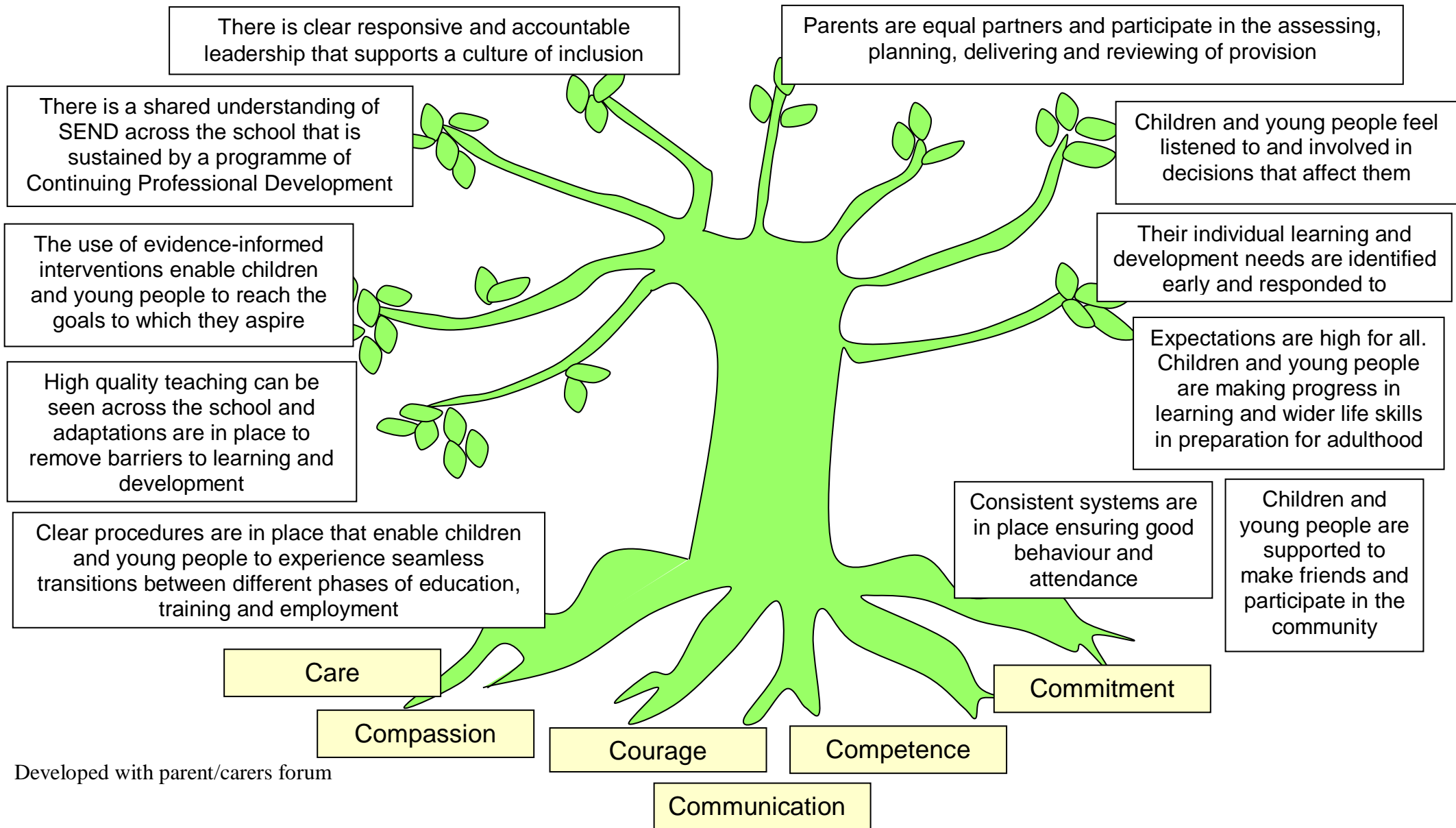
How are you empowering your pupils to develop skills of increasing independence and choice?

How are you ensuring that any teaching assistant support you have in the classroom is used effectively and flexibly to improve outcomes?

What tips have you learned by observing colleagues working with children and young people with SEND?

Effective Schools

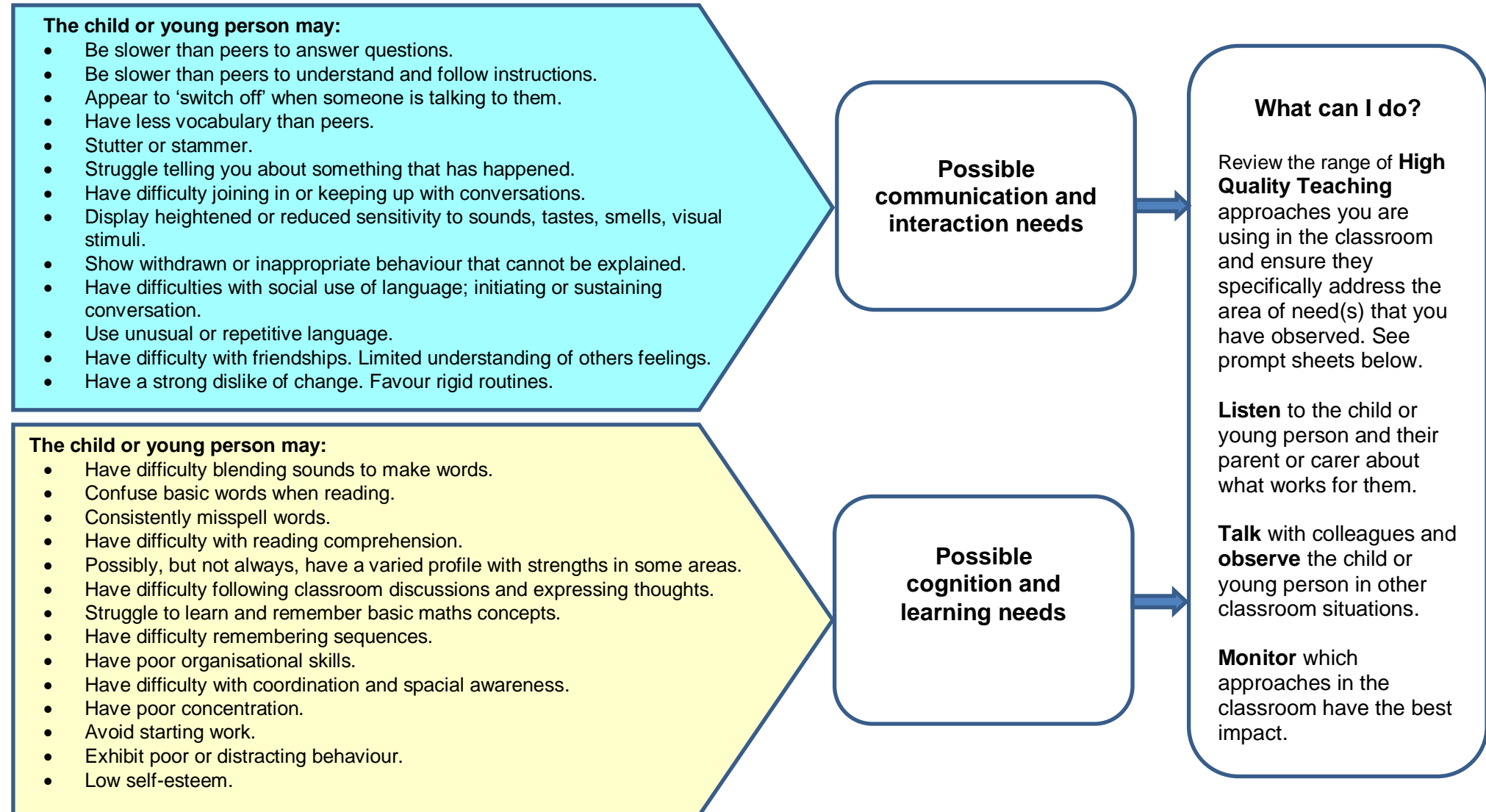
A whole-school SEND culture of enjoying and achieving for all



Developed with parent/carers forum

Recognising possible SEND in the classroom 4-16 years

If as a class or subject teacher you find that a pupil is not making expected progress compared to their peers or displays persistent unexplained behaviours, it may be that they have special educational needs. The chart below while not a screening tool, lists some of the indicators of possible SEND. It will enable you to begin to consider the pupil's learning profile so that any barriers to learning can be immediately addressed in the classroom. A child or young person may well display behaviours from more than one section.



The child or young person may:

- Be withdrawn.
- Have persistent difficulties with anxiety or low mood.
- Have frequent mood swings.
- Show oppositional and defiant behaviour.
- Have immature social skills and difficulty making friends.
- Frequently challenge, disrupt or present disturbing behaviour.
- Break or damage things.
- Be aggressive.
- Self-harm.
- Seem hyperactive.
- Appear tired. May not be sleeping at night.
- Have poor attendance.
- Have difficulties associated with eating.
- Drug and alcohol abuse in older pupils.

**Possible social,
emotional and mental
health needs**

What can I do?

Review the range of **High Quality Teaching** approaches you are using in the classroom and ensure they specifically address the area of need(s) that you have observed. See prompt sheets below.

Listen to the child or young person and their parent or carer about what works for them.

Talk with colleagues and **observe** the child or young person in other classroom situations.

Monitor which approaches in the classroom have the best impact.

The child or young person may:

- Have more difficulties with reading and writing than expected.
- Cover one eye while reading.
- Hold reading materials at an unusually close distance or tilt head to read.
- Appear clumsy or awkward with poor hand-eye co-ordination.
- Need the volume turned up on TV or phone.
- Make slow progress compared to peers.
- Need to look at a person's face in order to understand what they are saying.
- Avoid being in groups or noisy situations.
- Be quieter than other children are.
- Become more easily frustrated.
- Seem to ignore you.
- Say some words unclearly.
- Seem not to be aware of where a sound is coming from.
- Struggles with tasks involving fine or gross motor skills.

**Possible sensory and
or physical needs**

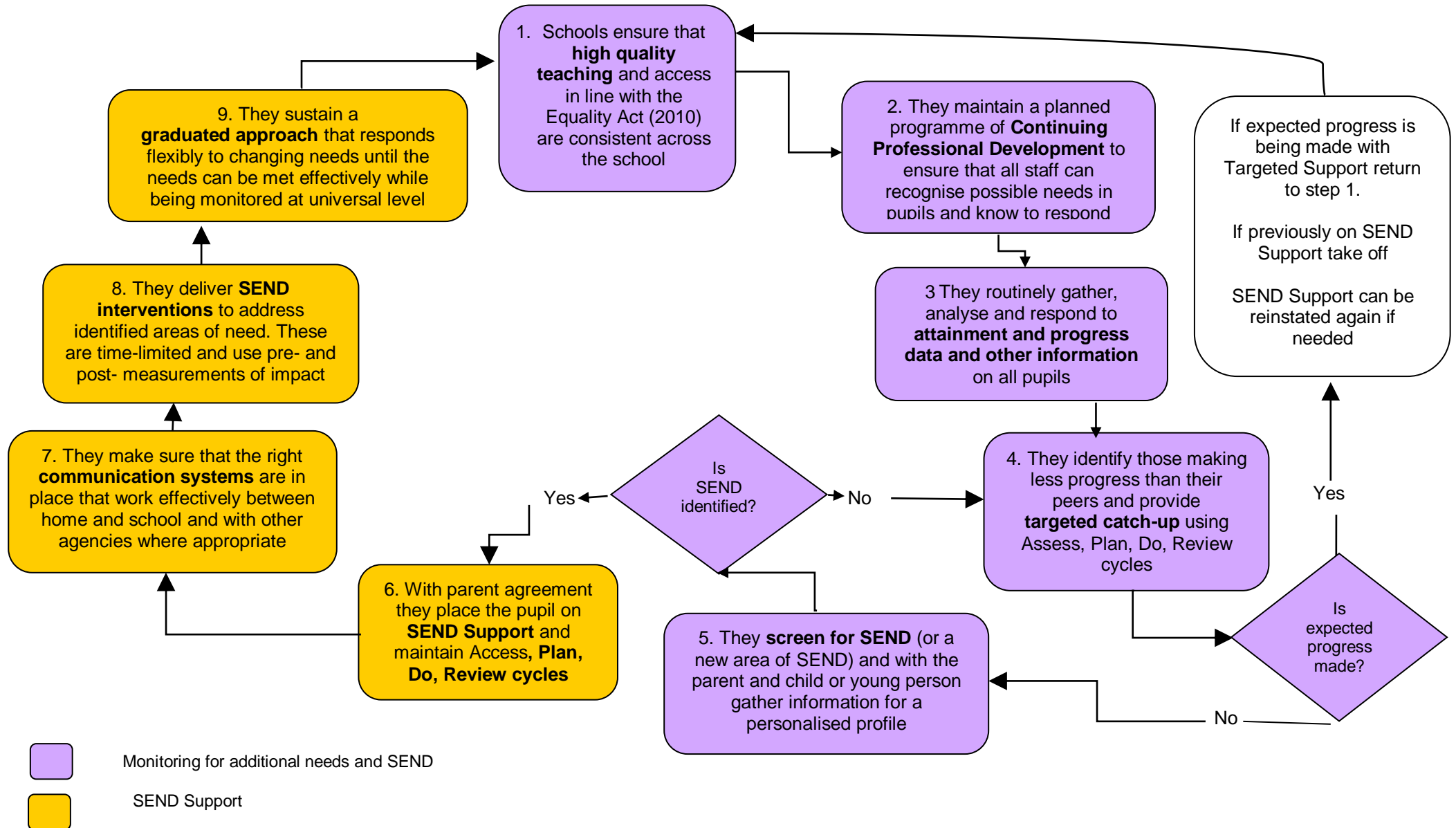
Everyday High Quality Teaching

Some basic prompts for class teachers and subject teachers

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory impairment and physical
<p>Provide key vocabulary and work lists in advance.</p> <p>Speak clearly, use shorter sentences and include visual clues. Avoid idioms.</p> <p>Use active learning and games in the classroom to reinforce language skills.</p> <p>Use props such as mobile phones and digital cameras to encourage talking.</p> <p>Provide prompt cards for group work</p> <p>Give the pupil the question they will be asked in advance and allow extra time to respond without passing to another pupil.</p> <p>Actively use classroom displays to reinforce previous lessons.</p> <p>Model and reinforce the language of sequencing.</p> <p>Use visual timetables.</p> <p>Create a quieter space within the classroom for pupil to use for specific tasks or time-out.</p> <p>Prepare the pupil in advance of any change to routine.</p>	<p>Use concrete resources and model what you want the pupil to do.</p> <p>Record homework digitally.</p> <p>Provide graphical and digital aids to scaffold written tasks.</p> <p>Check for understanding by asking pupil to repeat back what they have to do or what they have learned.</p> <p>Break down tasks into small steps with immediate feedback.</p> <p>Reinforce learning by getting the pupil to 'teach' another – peer tutoring.</p> <p>Use a range of ways for the pupils to present their work e.g. role-play, digital recordings, digital diagrams, 3D models.</p> <p>Give the pupils thinking time to process new information.</p> <p>Teach strategies to compensate for difficulties with short term memory and organisation.</p> <p>Systematically revisit things previously learned while gradually introducing new learning.</p>	<p>Give authentic praise for small steps</p> <p>Focus on strengths and interests.</p> <p>Co-produce classroom behaviours and consistently apply.</p> <p>Identify triggers for behaviours and provide ways to step down.</p> <p>Use the language of choice and consequence.</p> <p>Say what you want the pupil to do rather than what you do not want them to do.</p> <p>Model good behaviour.</p> <p>Diffuse confrontation with humour or by changing the subject or activity.</p> <p>Give classroom/ school responsibilities.</p> <p>Give one instruction at a time</p> <p>Tactically ignore minor behaviours but quietly acknowledge good behaviour.</p> <p>Be alert for possible underlying learning difficulties such as Dyslexia or social communication needs.</p>	<p>Ensure pupils are seated where they can view/ hear the lesson.</p> <p>Allow extra time to complete tasks</p> <p>Pair pupils to work together who complement each other strengths and needs.</p> <p>For those with visual impairment use digital means to enlarge text to access recordings.</p> <p>Reduce glare by dimming lights or closing blinds.</p> <p>Provide a reader.</p> <p>For those with hearing impairment ensure the pupil can see speakers in the classroom so that they can lip read.</p> <p>Use hearing loops or lapel microphones.</p> <p>Provide instructions in multi- media formats and check for understanding.</p> <p>When showing a video clip enable subtitles.</p>

A reminder: The prompts above are just a starting point. Look at the pupil's learning profile if they have one and talk with the SENCo. Pupils are individuals and their profile and the responses needed will differ. They may span one or more areas.
Listen to what the pupil and their parent carers say works.

Nine Steps to effective SEND provision



Nine Steps to effective SEND provision

1. High quality teaching and access

The provision that is available to **all** children in nurseries, schools and further education is called **universal provision**. Schools and other educational settings are required to create a teaching and learning environment that enables all children and young people to access learning, participate fully in the life of the school and community and develop the wider skills needed to for adult life.

At universal level, all schools are expected to be **inclusive** and remove barriers to learning. They must make adaptations to ensure all children and young people find learning accessible. The Department of Education (DfE) 'The Equality Act: Advice and Guidance for Schools' clearly sets out these requirements. <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Some of the adaptations schools need to consider are:

- Hands-on 'concrete' resources
- Conversation prompt cards for activities
- ICT support for learning
- Auxiliary Aids for disabled children and young people such as hearing loops, adaptive keyboards, and special software
- Teaching and social environments that are adapted for physical access
- Adaptations relating to sensory stimuli in the environment in response to individual sensory audits

- Visual instructions and timetables
- Accessible and relevant displays

High quality teaching

High quality teaching is important for all children and young people but it is essential for those with additional or special educational needs.

High quality teaching can be recognised by:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all children/young people
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for children/young people to talk both individually and in groups
- An expectation that children/young people will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate children/young people

2. Workforce development programme

Schools are expected to ensure that the workforce is adequately trained to support all children and young people including those who may have additional or special educational needs and disability and those in vulnerable groups.

Below are some recommended SEND awareness training for the whole school workforce:

- Autism Education Trust (AET) programme Level 1
- STEPS or PROACT-SCIPr behaviour de-escalation programmes
- MindEd e-learning portal

3. Attainment and progress data analysis

Schools are expected to routinely collect and monitor information (data) on the attainment and progress of all children and young people. This includes learning in literacy, numeracy and subject areas. It also includes in wider life skills such as communication, mental health, well-being and independence.

When children and young people are not making progress in line with their peers, schools should investigate the reasons and take actions. Schools should contact and involve parents and carers. Parents and carers can expect to be listened to as 'experts on their own child'

Routine data that the school or setting might refer to includes the Two Year Old Integrated checks; the Foundation Stage Profile

and the school or setting's own whole school progress tracking data.

4. Targeted catch-up

Children who are not making expected developmental or learning progress do not necessarily have special educational needs, particularly if they are performing only a little below peers. They may have fallen behind because of extended absence, difficulties at home such as poor housing, domestic abuse, drug and alcohol related problems, bereavement; bullying or lack of pre-school and learning opportunities. With appropriate input, they should be expected to catch up in time. In some situations, it will be appropriate to seek wider support for the family. If so, an Early Help Assessment (EHA) is appropriate. See http://www.cambsdta.org/wp-content/uploads/2017/01/Early_Help_Assessment_factsheet.pdf

Schools are expected to arrange appropriate 'catch-up' actions (or targeted provision) 'Catch up' actions can address areas relating to learning and/or nurturing. The actions taken should address a small number of specific outcomes for the child or young person and be delivered over a limited period. If necessary, they may be in stepped stages. 'Before' and 'after' measurements must be taken at each stage to check that the actions have been effective and that the child is making progress.

Where the child or young person is in a **Vulnerable Group** such as Free School Meals, Looked After or English as an Additional Language, it is expected that schools provide a joined up response

so that their needs are correctly identified and appropriate responses made.

Some schools use their **Pupil Premium funding** (additional funding available for those in vulnerable groups) to buy nationally recognised programmes such as Talk Boost, a language intervention programme that has been shown to help children with language delay catch up with their peers. For more information on from the Department of Education on effective teaching of disadvantaged groups, see:

[www.tbchttps://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

5. Screen for SEND

A small number of children will have Special Educational Needs and Disability (SEND). Their needs are more significant, possibly complex and may be life enduring. A child or young person is said to have special educational needs if they require provision that is additional to or different from that available to others of a similar age despite high quality teaching and support that is differentiated and personalised.

If it is suspected that a child or young person has (or may have) special educational needs or disability then the parent/carers and child or young person will be invited by the school to meet and share their thoughts about their aspirations, strengths and areas of difficulties. Alternatively, parent/carers or a young person can approach the school.

Schools are expected to use initial SEND screening. The Local Authority has published guidance on recommended school-based SEND screening tools.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-education-and-training-5-18/>

Schools also collect observations of the child or young person over time and analyse the findings. Parents and carers may be invited to do the same in the home environment.

Health professionals in the local community such as those linked to GP surgeries; Opticians; Children's Centers or other local Hubs can also screen for possible difficulties, for example, with hearing; vision; speech development or communication. This level of initial Health screening is open to all children and young people. Parents and carers are encouraged to share Health information with the school or setting so that a holistic (all round) picture of the child or young person's strengths and difficulties can be gathered and appropriate action taken by the school or setting.

The SEND Code of Practice 0-25 sets out four main areas of SEN:

Communication and interaction – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

There is further information in Cambridgeshire's suite of guidance materials and resources called 'Understanding Special Educational Needs and Disability and What to Do'

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/understanding-special-educational-needs-and-disability-and-what-to-do/> .

There are currently six in total covering the areas of speech and language; dyslexia; autism; social, emotional and mental health; hearing impairment and visual impairment. They are interlinked.

They span providers across services 0-25 years and into adulthood.

6. Cycle of 'Assess, Plan, Do, Review'

When a child or young person is placed on SEND Support, a cycle of 'Assess, Plan, Do, and Review' is started. Decision are made together with the child or young person and the parent carer. Actions are agreed. The length and regularity of the cycle depends on the needs of the child and family or young person at the time. Children and young people and their parent or carers are central to this cycle.

Assess: The child or young person's difficulties must be assessed so that the right support is provided at the right time. This should include, asking parents, the young person and professionals such as the class or subject teacher who work closely with the child or young person what they think. This needs to be reviewed regularly so that the support provided continues to meet the child or young person's needs.

Plan: The school and parent/ carers need to agree the outcomes that the SEND support is intended to achieve: in other words, how the child or young person will benefit from any support they get. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

Do: The school put the planned support into place. Parent carers may also have support and strategies that they can use at home. The teacher remains responsible for working with the child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to

track the child's progress and check that the support is being effective.

Review: The support the child or young person receives is reviewed regularly by all (usually a minimum of three times a year).

7. Effective communication systems

Expectations around communication between home, the child or young person and the workforce should be agreed between the school and home. Some of things to consider are the use of emails, communication booklets; phone calls and the protocols for family-centred meetings. The school's arrangements need to be flexible enough to adapt to the needs of different families.

Where there are other agencies involved with the child and family it is important to ensure one person is acting as a **Lead Professional** to coordinate the support and avoid duplication.

8. SEND Interventions

SEND interventions (actions) are determined by the child's individual needs. Information on recommended evidence-informed interventions for different needs can be found in the local authority resource booklet 'Improving Outcomes.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-education-and-training-5-18/> .

SEND interventions may be delivered one to one or as part of a group with children with similar needs. Interventions are not necessarily continuous. There may be breaks in which the impact is reviewed before another period of support.

Schools must publish information about the interventions they offer (The School Information Report). Schools can cluster together to share knowledge, expertise and the delivery of certain SEND interventions. Specialist provision is usually given over a limited period, but may be revisited in stepped stages.

It is important that the actions that are taken are 'time-limited' and address a specific outcome for the child or young person. 'Before' and 'after' measurements need to be recorded to check that the actions have been effective and that the child is making progress.

The local authority SEND District Teams can offer consultation to schools and settings around the identification and support of

special educational needs. For more information see http://www.cambridgeshire.gov.uk/learntogether/homepage/87/community_education_psychology_service_ceps

9. Flexible Graduated Approach

The cycle of 'Assess, Plan, Do, Review' should continue in a graduated and flexible way in response to changing needs. **Independence and self-efficacy** should be encouraged.

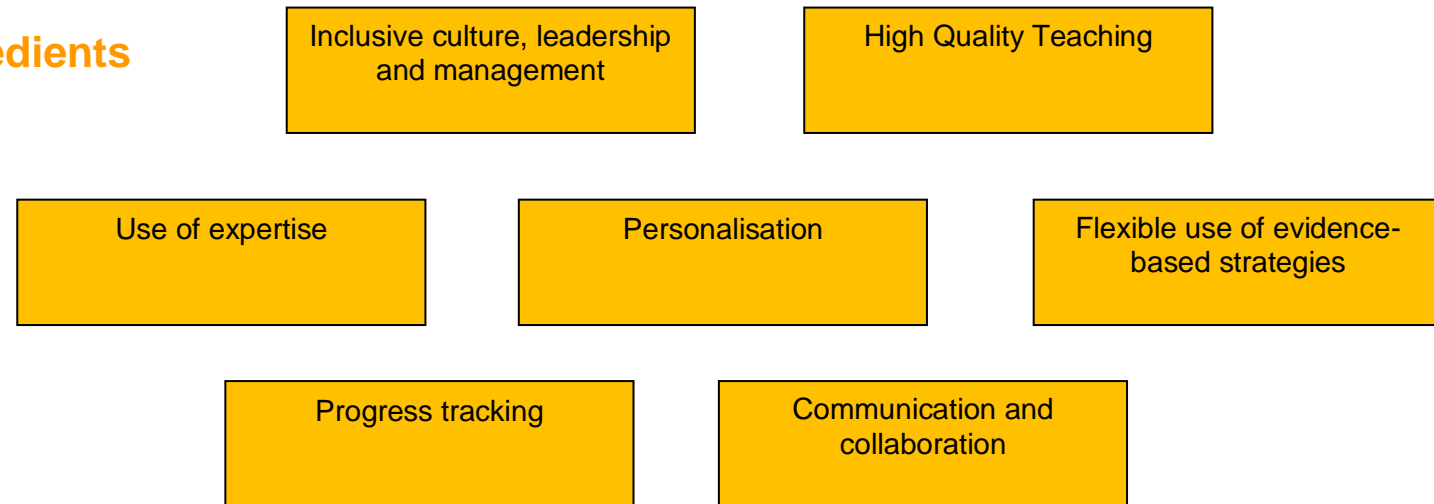
The child or young person should be taken off SEND Support once they can achieve their desired outcomes without substantial reliance on support that is different or additional to that which is being offered to most children and young people in the school or setting.

When this is the case, the child or young person should no longer be considered to have special educational needs. If however, new educational needs emerge at a later stage the cycle can be revisited and the child or young person, once again placed on SEND Support.

Evidence Informed Practice

Effective SEN Support: Research Evidence of effective approaches and examples of current practice in good and outstanding schools and college

Seven Key Ingredients



NASEN SEN Gateway have published a resource that provides leaders, teachers and practitioners with access to information about evidence-based practice that can be effective for SEN support. It brings together in one place evidence from academic research papers, a survey of schools and post-16 institutions and a set of commissioned case studies in order to allow practitioners to look at the detail of interventions and approaches and consider what would be most beneficial in their setting and for their learners. The authors do not set out to provide a definite study but to inform the decisions schools make and to enable them to share best practice with their organisation.

This resource was developed by [ASK Research](#) and [Coventry University](#), and was funded by the [Department for Education](#). (2017)

<https://www.sendgateway.org.uk/resources.send-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html>

The Education Endowment Foundation (EEF)

The Education Endowment Foundation (EEF) Teaching and Learning Toolkit brings together educational research on effective practice for disadvantaged children including those with SEND. They recognise that the impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage. 27% of pupils with Special Educational Needs are eligible for free school meals compared to 12% of pupils without special educational needs (2018). The research is summarised in terms of impact on attainment, the strength on the evidence supporting them and their cost.

Research strands with particular relevance to SEND

- Improving behaviour in schools (EEF June 2019)
- Making Best Use of Teaching Assistants (EEF October 2018)
- Working with parents to support children's' learning (EEF December 2018)
- Other recent EEF guidance on metacognition and self-regulation, literacy, mathematics, putting evidence to work

<https://educationendowmentfoundation.org.uk/school-themes/special-educational-needs-disabilities/>

EEF Evidence Summary

Research evidence suggests that the deployment of teaching assistants (TAs) is an important consideration for school leaders in mainstream schools who are concerned about the progress of pupils with SEND.

Previous research has shown that the use of teaching assistants can have a negative impact on pupils with SEND if the TAs are not properly supported and trained. However, a number of EEF trials have shown that effective deployment of TAs can have a positive impact. This research is summarised in the guidance report, [Making Best Use of Teaching Assistants](#), which contains seven evidence-based recommendations to maximise the effectiveness of TAs.

The Department for Education's [SEND Code of Practice](#), offering guidance for children and young people aged 0 to 25, describes broad areas of need. Three of these areas are considered below, with a description of relevant evidence from the EEF.

Communication and interaction

Students might have a communication need because they have difficulty saying what they want to, understanding what is being said to them, or understanding and using social rules of communication. Our Big Picture theme on [language and literacy](#) describes the EEF's research on developing pupils' language and communication.

The EEF has also funded the evaluation of more targeted and specialist interventions, including:

- [Talk of the Town](#), which involved Speech and Language Therapists working in schools one day a week; and
- [Nuffield Early Language Intervention](#), which is designed to improve the spoken language of children during the transition from nursery to primary school.

Cognition and learning

Teachers may need to provide extra support when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Our Big Picture themes on [language and literacy](#), [mathematics](#), [science](#), [developing effective learners](#), and [feedback](#) present the research evidence on effective teaching and suggest actionable recommendations for practice.

When combined with careful consideration of a student's needs and sound professional judgement, this research evidence offers a practical guidance for high-quality teaching for all pupils, including those with SEND, and can inform the design of more intensive support.

High-quality, structured interventions are key to supporting pupils who need additional support to learn. The EEF's list of [Promising Projects](#) and the Institute for Effective Education's [Evidence4Impact](#) database are useful repositories of the evidence on interventions. This evidence base is improving, but still patchy, and an 'off-the-shelf' intervention with a rigorous and positive evaluation might not be appropriate or available.

Schools may take the different approach of adopting, or creating, an intervention with the features common to other successful interventions. See the EEF's [guidance reports](#) on maths, literacy and teaching assistants for more on successful intervention in these areas.

Social, emotional and mental health

There is a growing evidence base regarding approaches that address social, emotional and mental health.

This evidence is summarised in the EEF's literature review on [non-cognitive skills](#), our Big Picture theme on [character and essential skills](#), and our Teaching and Learning Toolkit strands on [social and emotional learning](#) and [behaviour interventions](#).

Much of the evidence described in the Toolkit's entry on behaviour interventions focuses on pupils with specific and severe emotional or behavioural needs, rather than 'low-level classroom disruption'. Ongoing EEF research into the area of social, emotional and mental health includes trials of [How to Thrive](#), [Engage in Education](#) and [Changing Mindsets](#)

Further information from national groups

	Author/Source	Type of resources	Audience	Link
SEN and Disability and the SEND Code of Practice 0-25	SEND Gateway	On-line CPD, Publications	Teachers Local Authority and Health providers	https://www.sendgateway.org.uk/
	National Children's Bureau website Early Support	Booklets, Information Sheets, CPD slides	Teachers Parents Local Authority and Health Providers	www.ncb.org.uk/early-support
Cognition and Learning	The Dyslexia SpLD Trust website	Booklets, Information Sheets, Checklists	Teachers Parents Local Authority and Health Providers	www.thedyslexia-spldtrust.org.uk/
Communication and Interaction	The Communications Trust website	Booklets, Information Sheets, Checklists	Teachers Parents Local Authority and Health Providers	https://www.thecommunicationstrust.org.uk/
	The Autism Education Trust website	Booklets, Information Sheets, Checklists	Teachers Parents Local Authority and Health Providers	www.theautismeducationtrust.org.uk/
Social Emotional and Mental Health	MindEd e-learning portal	On-line training resource	Teachers Parents Local Authority and Health Providers	https://www.minded.org.uk
	Anna Freud National Centre for Children and Families	Information	Parents Teachers Local Authority and Health Providers	https://www.annafreud.org/
Sensory impairment and physical	The National Sensory Impairment Partnership	Booklets, Information Sheets, Checklists	Parents Teachers Local Authority and Health Providers	www.natsip.org.uk/
	Department of Health	Social care for Deafblind Children and Adults guidance	Parents Teachers Local Authority and Health Providers	http://tinyurl.com/DeafblindGuidance
	The Council for Disabled Children (CDC). An umbrella organisation for the disabled children's sector	Various including e-learning, bulletin, posters, publications, books, CDC resources, Factsheets. leaflets	Parents Professionals Young people Teachers	www.councilfordisabledchildren.org.uk/

The School's Information Report

The School's SEND Information Report

It is a requirement of the SEND Code of Practice (2015) that schools publish on their websites information about their provision for Special Educational Needs and Disabilities (SEND), keep it up-to-date and review it annually. This is called the **School's SEND Information Report**. The information in it should reflect Cambridgeshire's Local Offer.

It is expected that schools:

1. Know where to find the Local Offer on the Cambridgeshire website (www.cambridgeshire.gov.uk/SEND).
2. Put a link to the Cambridgeshire's Local Offer on their school or setting website.
3. Co-operate with the Local Authority in the development and review of the Cambridgeshire Local Offer. Encourage parents, carers and young people with SEND to do the same.
4. Use the Cambridgeshire Local Offer as a front door to information about provision for children and young people 0-25 years with SEND and their families.
5. Signpost parents and young people to this information and help them to access it.
6. Let the Local Authority know if the Cambridgeshire Local Offer provides the information that parents and carers and professionals require (there is a response box and a contact name on each webpage).
7. Publish information on their websites about the school's arrangements for identifying, assessing and making provision for SEND. What needs to be included is set out in the SEND Regulations and the SEND Code of Practice.
8. Engage with children and young people with SEND and their parents when developing this information.

A Cambridgeshire Local Offer Steering Group is in place with representation from parent carers and providers across services in education, health and social care. If you would like to know more or be involved please contact:
teresa.grady@cambridgeshire.gov.uk

The School's SEND Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools are required to publish information on their websites about the implementation of the policy for pupils with Special Educational Needs and Disability (SEND). The information required is set out in the Special Educational Needs and Disability Regulations 2014 (Children's and Families Act. Regulation 51; Schedule 1).

Schools should involve young people and parents and set information out in clear, straightforward language. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

Information about your school/nursery	In place	Partly	Not in place	Comments
1. The kinds of special educational needs for which provision is made at the school. (the range and level of needs catered for)				
2. Information about the school's policies for the identification and assessment of pupils with special educational needs.				
3. Information about the school's policies for making provision for pupils with special educational needs whether or not the pupils have EHC Plans, including—				
(a)how the school evaluates the effectiveness of its provision for such pupils;				
(b)the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;				
(c)the school's approach to teaching pupils with special educational needs;				
(d)how the school adapts the curriculum and learning environment for pupils with special educational needs;				
(e)additional support for learning that is available to pupils with special educational needs;				

Information about your school/nursery	In place	Partly	Not in place	Comments
(f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and				
(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.				
4. The name and contact details of the SEN Co-coordinator.(SENCo)				
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.				
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.				
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.				
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.				
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.				
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils				
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32. (mediation)				
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.				
13. Information on where the local authority's local offer is published.				

Frequently Asked Questions

Parents and carers

The following 'Frequently Asked Questions' were developed by a group of local authorities, South East 7. Schools may find them a useful starting point for themed discussions with their own parents and carers when developing and reviewing their SEND Information Report

- 1. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**
*How do you identify children/young people with special educational needs?
 How will I be able to raise any concerns I may have? If the setting / school /college is specialist which types of special educational need do you cater for?*
- 2. How will early years setting / school / college staff support my child/ young person?**
*Who will oversee and plan the education programme and who will be working with my child/young person and how often?
 What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements its provision for children and young people with special educational needs are?*
- 3. How will the curriculum be matched to my child's/young person's needs?**
What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person?
- 4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**
*In addition to the normal reporting arrangements, what opportunities will there be for me to discuss his or her progress with the staff? How does the setting / school / college know how well my child/young person is doing?
 How will I know what progress my child/young person should be making?
 What opportunities will there be for regular contact about things that have happened at early years setting / school / college e.g. a home / school book?
 How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?*
- 5. What support will there be for my child's/young person's overall well-being?**
What is the pastoral, medical and social support available in the setting /school / college for children with SEND? How does the setting / school /college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child / young person being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

6. What specialist services and expertise are available at or accessed by the setting / school / college?

Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?

7. What training are the staff supporting children and young people with SEND had or are having?

This should include recent and future planned training and disability awareness.

8. How will my child/young person be included in activities outside the classroom including school trips?

Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?

9. How accessible is the setting / school / college environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting / school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

10. How will the setting / school / college prepare and support my child/ young person to join the setting / school / college, transfer to a new setting / school / college or the next stage of education and life?

What preparation will there be for both the setting / school / college and my child/young person before he or she joins

the setting / school / college? How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?

11. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

How is the setting's / school's / college's special educational needs budget allocated?

12. How is the decision made about what type and how much support my child/young person will receive?

Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact?

13. How are parents involved in the setting / school / college? How can I be involved?

Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

14. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether my child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer

Frequently Asked Questions

Children and Young People

The following 'Frequently Asked Questions' were developed by a group of local authorities, South East 7. Schools may find them a useful starting point for themed discussion with their own children and young people when developing and reviewing their SEND Information Report

1. **How does the setting / school / college know if I need extra help?**
How do you identify young people with special educational needs?
2. **What should I do if I think I need extra help?**
How will I be able to raise any concerns I may have?
3. **How will my course work be organised to meet my individual needs?**
How will that help me?
4. **How will I be involved in planning for my needs and who will explain it and help me?**
How will the young person be able to contribute his or her views? How will the setting / school / college support him or her to do this?
5. **Who will tell me what I can do to help myself and be more independent?**
Who will help me and what sorts of things are available?
6. **What should I do if I am worried about something?**
Who should I talk to? How will you help me?
7. **How will I know if I am doing as well as I should?**
*In addition to the normal reporting arrangements, what opportunities will there be for me to discuss my progress with the staff? How does the setting / school / college know how well I am doing? How will I know what progress I should be making? How will you explain to me how my learning is planned?
How and when will I be involved in planning my education?*
8. **How can I get help if I am worried about things other than my course?**
What is the pastoral, medical and social support available in the setting/ school / college for young people with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance?
9. **Are there staff in college who have had special training to help young people who need extra help?**
This should include recent and future planned training and disability awareness. Are there specialist staff working at the setting / school / college and what are their qualifications?
10. **Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)**
What other services does the setting / school / college access including health, therapy and social care services.

11. If I have difficulty in taking part in college activities what different arrangements can be made?

How will I know who can help me? Who can I talk to about getting involved in student activities if I need extra help? Will I be able to access all of the activities of the setting / school / college and how will you help me to do so?

12. If I have a disability or additional need how can I join in college activities?

Is the building fully wheelchair accessible? Are there disabled changing and toilet facilities? Have there been improvements in the auditory and visual environment?

13. What help is there to help me get ready to start college?

What preparation will there be for both the setting / school / college and the young person before I join the setting / school / college? What information will be provided to my new setting / school / college? How will you support a new setting / school / college to prepare for me?

14. I am coming to college to prepare for employment, how will I be supported?

How will I be prepared to move onto the next stage of my life including employment and life skills?

Example templates

An example

Colleague Lesson Observation

Please refer to the class/subject teacher prompt sheets on Everyday High Quality Teaching . Each observation should focus on one of the following 4 broad areas of need or a particular sub-area within it. Highlight or circle the focus for the lesson.	Number of pupils in class		Number of pupils with SEND	
	Number of pupils with (see focus)		Teacher assistance presence	Y/N

Communication and interaction including speech and language difficulties, autism and Asperger's syndrome	Cognition and learning including moderate (MLD), severe (SLD) or profound and multiple difficulties (PMLD); or specific difficulties such as dyslexia, dyscalculia or dyspraxia
Social, emotional and mental health including withdrawn behaviours, challenging, or disruptive behaviours, disorders such as, attention deficit hyperactive disorder (ADHD) or attachment disorder.	Sensory and/or physical needs including vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)

The following examples of good practice in high quality teaching of pupils with (see focus) were observed:

What progress did the pupils make in the lesson?

Something else the class/subject s teacher might like to consider doing

Class/subject teacher comments:

Signatures:

School SEND Support self-evaluation activity

	Evidence source		Self-evaluation		
	How do we know how well we are doing? (What data/evidence do we use? How is information shared and acted on? Are the processes effective?)	Is there other data/evidence we need to consider? If so what?	What does the data/evidence tell us? (What is going well? What are the areas for improvement)	R A G	What we will do
Identifying needs - how effectively does the school identify children/ young people who have Special Educational Needs and Disability					
Meeting needs –how effectively does the school meet the needs of children/young people who have Special Educational Needs and Disability.					
Improving outcomes - how effectively does the school improve the outcomes of children/ young people who have Special Educational Needs and Disability					