



THE SENCO RESOURCE CENTRE

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Policies

National legislation and guidance

The pace of change towards inclusive education has increased in recent years. Since the Warnock Report in 1978 national legislation, guidance and centrally funded initiatives have driven this agenda.

Key documents include:

1981	Education Act – the provision of mainstream education for pupils with statements of special educational need
1994	UNESCO Salamanca Statement
1996	Education Act
1997	Excellence for all children – Meeting Special Educational Needs
1998	Meeting Special Education Needs – A Programme of Action
1999	From Exclusion to inclusion: report of the Disability Rights Task Force
2000	National Curriculum Inclusion Statement (statutory guidance)
2000	Evaluating Educational Inclusion (OfStEd guidance)
2001	Inclusive Schooling: Children with SEN (statutory guidance)
2001	Accessible Schools
2001	The Special Needs and Disability Act – amendment to Part 4 of the Disability Discrimination Act 1995
2001	Special Educational Needs Code of Practice & Toolkit
2002	Disability Discrimination Code of Practice for Schools
2002	Special Educational Needs: A mainstream issue – Audit Commission
2002	Managing Special Education Needs: A self review handbook for LEAs – Audit Commission
2003	New OfStEd Inspection Framework (September)
2003	Green Paper Every Child Matters
2004	Removing barriers to Achievement. The Government's Strategy for SEN

Recent national legislation, guidance and initiatives strengthen the right of pupils with Special Educational Needs, where parents wish it, to be educated in their local mainstream schools. It also makes it unlawful to discriminate against pupils in the provision of education because of their disability.

This is exemplified in:

- The SEN Code of Practice 2001
- The Disability Discrimination Act Code of Practice for Schools

The SEN Code of Practice 2001

Changes in national legislation and guidance are reflected within the **SEN Code of Practice 2001**. The provision for pupils with special needs is set within the broad inclusion agenda. The inclusion agenda challenges schools to overcome barriers to learning and meet the diverse needs of all pupils.

The Disability Discrimination Act Code of Practice for Schools 2002

The SEN and Disability Act 2001 introduced new duties for governors. Those duties make it unlawful for schools to discriminate against disabled pupils in relation to admissions, education and associated services, curriculum, breaks and lunchtimes, school trips, out of school activities and exclusion. **The Disability Discrimination Act – Code of Practice for Schools 2002** provides guidance to schools on the application of the disability discrimination duties.

Removing Barriers to Achievement

The Government's Strategy for SEN, published in February 2004, sets out a clear way forward for securing real improvements over the next ten years. It sets out the Government's vision for the education of pupils with special educational needs and disabilities. It provides clear national leadership supported by an ambitious programme of sustained action of review, nationally and locally. The Strategy will **NOT** involve changes to the statutory framework for SEN but will concentrate on providing practical support for teachers and schools, LEAs and their partners.

The Government's strategy for SEN covers the following areas:

- Earlier intervention
- Removing barriers to learning
- Raising expectations and achievement
- Delivering improvements in partnership

Copies of this document are available from the DfES email dfes@prolog.uk.com

Social Inclusion

During the 1990s the recognition of discrimination and underachievement of vulnerable groups of children at risk from social exclusion, such as Travellers and Gypsy children, underachieving groups from ethnic minorities, broadened the social inclusion agenda. This was reinforced in the Commission for Racial Equality Standards (1995) document.

The government set up the Social Inclusion Unit to review social inclusion and the cost to individuals and communities as a result of low income, unemployment, poor life skills, exclusion from education, poor housing, family breakdown and drug mis-use. It recognised the inter-relationship of social problems and subsequently the need for policy and practice to be co-ordinated at national and local level. Individuals and communities not only have "rights" but "responsibilities" in working with and shaping services.

A range of initiatives and funding streams at national and local level through councils, public sector organisations, the voluntary sector and communities have supported the three main strands of prevention, re-integration and getting the basics right.

School Guidance – Inclusion and SEN Policies

Writing the SEN Policy

The Education (SEN) (Information) (England) Regulations 1999, are reflected in the SEN Code of Practice which provides guidance on what should be included in a schools' SEN policy.

Schools **must publish** information about their SEN policy, which must be freely available to parents.

However, in light of SENDA, and Every Child Matters, schools may wish to consider combining the Inclusion Statement and/or Policy together with the SEN Policy.

Guidance for an Inclusion and SEN Policy (ISEN) (Mainstream School)

The Inclusion and SEN Policy should provide basic information regarding the school's vision, ethos, provision and practice

1. Objectives of the policy

What are the objectives of the governing body in making provision for vulnerable pupils, those with SEN or who are disabled?

How will the Inclusion and SEN policy contribute towards meeting those objectives?

Refer to documents such as school's objectives / Mission Statement / Inclusion Statement

2. Responsibility for coordination of Inclusion and SEN provision

Who is responsible for coordinating the day-to-day provision of education for pupils on the Inclusion and/or SEN list?

Name of Inclusion Manager

Name of the SENCO

3. Arrangements for coordinating Inclusion and SEN provision

What arrangements have been made for coordinating the provision of education for pupils on the Inclusion and / or SEN list?

What are the respective roles and responsibilities of the Headteacher, SEN governor, Inclusion Manager, SENCO and teachers in providing for pupils with additional and / or special educational needs?

4. Admission arrangements

What are the admission arrangements for pupils with SEN who do not have a statement if the arrangements differ from those for other pupils?

The SEN Code of Practice 1.33 – 1.36 covers school admissions and inclusion

5. Specialist SEN provision

Does the school specialise in any kind of provision for SEN or special units?

6. Facilities for vulnerable pupils, those with SEN or who are disabled

What facilities does the school have for vulnerable pupils, pupils with SEN including facilities that increase or assist access to the school by pupils who are disabled?

Information about the school's policies for the identification, assessment and provision for vulnerable pupils, those with SEN or who are disabled.

7. Allocation of resources

How are resources allocated for vulnerable pupils, those with SEN or who are disabled pupils?

8. Identification and review of pupil needs

How are vulnerable pupils and those with SEN identified and their needs determined and reviewed?

9. Access to the curriculum, information and associated services

What are the arrangements for providing access by vulnerable pupils, those with SEN or who are disabled to a balanced and broadly-based curriculum (including National Curriculum)?

10. Inclusion of vulnerable pupils, those with SEN or who are disabled

How do vulnerable pupils, those with SEN or who are disabled engage in the activities of the school with other pupils?

11. Evaluating the success of provision for pupils with SEN or who are disabled

How will the governing body evaluate the success of the education that is provided by the school?

12. Complaints procedure

What arrangements has the governing body made to deal with complaints from parent of vulnerable pupils, those with SEN or who are disabled concerning the provision made at the school?

Information about the school's staffing policies and partnership with agencies beyond the school.

13. In-service training

What arrangements has the governing body made for in-service training for staff in relation to vulnerable pupils, those with SEN or who are disabled.

14. Links to support services

What use is made of teachers and facilities from outside the school, including links with support services for vulnerable pupils, those with SEN or who are disabled?

15. Working in partnership with parents

How does the school work in partnership with parents of vulnerable pupils, those with SEN or who are disabled?

16. Links with other schools

What links are there with other schools, including special schools? What provision is made for the transition of vulnerable pupils, those with SEN or who are disabled between the school and the phase of education or work?

17. Links with other agencies and voluntary organisations

What links are there with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of vulnerable pupils, those with SEN or who are disabled?

This framework takes account of Inclusion and Special Educational Needs. Schools can adapt the policy to reflect SEN alone.

A Framework for an Inclusion and Special Educational Needs Policy (Mainstream schools)

- 1. Mission Statement**
- 2. Objectives of the policy**
- 3. Responsibility for co-ordination of ISEN provision**
- 4. Arrangements for co-ordinating ISEN provision.**
- 5. Admission arrangements.**
- 6. Specialist SEN provision.**
- 7. Facilities for vulnerable pupils, those with SEN or who are disabled.**
- 8. Allocation of resources for vulnerable pupils, those with SEN or who are disabled.**
- 9. Identification and review of pupil needs.**
- 10. Access to the curriculum, information and associated services.**

11. Inclusion of vulnerable pupils, those with SEN or who are disabled.
12. Evaluating the success of provision.
13. Complaints procedure.
14. In service training.
15. Links to support services.
16. Working in partnership with parents.
17. Links with other schools.
18. Links with other agencies and voluntary organisations.

Reviewing the SEN and / or ISEN Policy

The school as a whole should be involved in the development of the SEN policy, which should be subject to a regular cycle of monitoring, evaluation and review. A possible format for reports to the governing body by the SENCO and/or SEN Governor follows:

Suggested format – SENCO and SEN Governor Report to the Governing Body

Good practice indicates that the Headteacher and/or SENCO and the SEN Governor should draw up reports on Inclusion and SEN. It is important that this aspect of the school's work is considered during the annual cycle of meetings. It may be part of the agenda at all main meetings of the governing body or be covered as the main item at a meeting in the annual calendar, for example in the Spring Term. This list is not exclusive, you may wish to make additions.

Reports can include up-dates on some or all of the following:

- 1. Pupils**
 - Numbers or percentage of pupils, not pupil names, at Early Years / School Action, Early Years / School Action Plus and statements.
 - An analysis of pupils' needs.
- 2. Funding**
 - SEN funding, income and expenditure.
 - Any funding changes.
 - The impact of financial resources.
- 3. Staffing**
 - Staffing costs.
 - Deployment of teaching and non-teaching staff.
- 4. Staff Development**
 - Details of whole school and individual training with regard to Inclusion and SEN.
 - Impact of training on provision and practice for pupils with AEN and / or SEN.
- 5. School Improvement Plan**
 - Progress on Inclusion and SEN priorities within the School Improvement Plan.
- 6. Resources**
 - Funding allocated to various resources, e.g. Human and practical.
 - Impact of resources.
- 7. Provision**
 - Provision for Inclusion and SEN across the school.
- 8. Pupil Outcomes**
 - Outcomes for pupils and an analysis of pupil progress.
- 9. The effectiveness of provision**
 - What has been the impact of the provision made by the school for its pupils. This may draw on quantitative and qualitative data.
- 10. Amendments to the Inclusion and / or SEN Policy**
 - As an outcome of the Report do governors need to consider any amendments to the Inclusion and / or SEN policy?

Reporting on the SEN and / or ISEN Policy

Governing bodies must, at least annually, report on the effectiveness of the school's work on behalf of children with SEN. This report may reflect consultation with support services, other schools and parents. Evaluation and consultation may lead to amendments to the policy.

The governing body's annual report to parents must include information on the implementation of the SEN policy and any changes to the policy during the last year. A possible format for the annual report to parents follows:

Suggested format for the SEN section of the School annual report to parents

The school's annual report to parents should have a section on Inclusion and SEN. Good practice indicates that this section in the report can cover the range and impact of provision made by the school.

The SEN section in the report can include information about the following:

The SEN population

- Numbers/percentages, not pupil names, at Early Years / School Action, Early Years / School Action Plus and Statements.
- The range of needs.

Partnership with parents

- How the school works with parents / carers.

SEN Funding

- The overall amount of funding for Inclusion and / or SEN available from a range of funding streams including the Notional SEN Budget.
- Forthcoming priorities for the use of financial resources.

Provision

- The range of provision available.
- The impact of provision on pupil progress.
- How progress is monitored.

Outside agency support and multi-agency working

- The range and impact of support used by the school.

Staff training

- The range of training undertaken by all staff with regard to Inclusion and SEN.

Inclusion Policy Statement

'An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well being of every young person matter. Effective schools are educationally inclusive schools.'

Evaluating Educational Inclusion 2001

OfSTED's guidance for inspectors and schools 'Evaluating Educational Inclusion' provides questions to consider:

- Do all pupils get a fair deal at school?
- How well does the school recognise and overcome barriers to learning?
- Do the school's values embrace inclusion and does its practice promote it?

OfSTED inspectors look at evidence for inclusion in many areas:

- Standards.
- Teaching and learning.
- Curricular opportunities.
- Care for pupils.
- Partnership with parents and carers.
- Leadership and management.

Schools may wish to produce an Inclusion Policy Statement that summarises their principles and actions to promote inclusion. This statement should be reflected in all school policies.

A template for an Inclusion Policy / Statement

The following template provides a structure for an Inclusion Statement. This should be cross-referenced to all key school documentation.

School – Inclusion Statement

Our Inclusion Statement is based on the following national guidance:

- Curriculum 2000 Inclusion Statement.
- Disability Discrimination Act 1995.
- SEN and Disability Rights Act 2001.
- SEN Code of Practice 2001.

Principles

The following principles can be used or you may wish to use your own wording

At _____ School we

- Believe all children should have an equal opportunity to attend our school.
- Value every individual and celebrate their achievements.
- Ensure policies and systems are in place to promote inclusive provision and practice.
- Identify and respond to individual needs.
- Identify and overcome barriers to learning for groups and individuals.
- Set suitable learning challenges for every pupil.

Actions

At _____ School we will take action to:

- Promote inclusion. This is reflected in our policies, planning, curriculum provision and delivery, recording and reporting procedures.
 - *School Improvement Plan.*
 - *Access Plan (required from April 2003).*
- Promote equal opportunity for pupils.
 - *Our curriculum policy reflects the principles embedded within the Inclusion statement (Curriculum 2000).*
- Recognise and celebrate the achievements of all pupils.
 - *E.g. Good work assemblies that celebrate the achievements and work of all pupils.*
- Ensure that all pupils have access to a balanced and relevant curriculum following the principles outlined within the Inclusion Statement Curriculum 2000.
 - *Support programme details.*
- Ensure strategies are in place to identify pupils' needs and put in place an appropriate differentiated curriculum and where necessary individual support programmes.
 - *Clear strategies for the identification of pupils' needs.*
- Ensure that through positive behaviour management all pupils are enabled to learn within a safe and caring environment.
 - *Behaviour Policy includes clear rewards and sanctions.*

- Work in partnership with parents / carers.
 - *Parent participation in reviews of IEPs and Annual Reviews is promoted and enabled.*
- Enable staff to attend training to meet the needs of individual and groups.
 - *Annual Staff Development survey.*
 - *Annual Professional Development meeting for all Staffordshire.*
- We regularly monitor and evaluate our provision and practice.
 - *Use of Tariff Criteria.*
 - *Use of Supported school evaluation for Inclusion.*
 - *Parent/pupil questionnaires.*
 - *Role and responsibilities of the Governing Body.*

All bullet points in ***italics*** are suggestions that schools may wish to include as examples. The list is not exhaustive you may wish to change and/or add to it.

Management of Inclusion and Special Educational Needs

- **Roles and Responsibilities**
 - Whole school responsibilities
 - Responsibilities at Early Years Action
 - Responsibilities at Early Years Action Plus
 - Responsibilities at School Action
 - Responsibilities at School Action Plus
 - School Action, School Action Plus and the NNS NLS 'waves' of support
- **Key Outcomes of SEN Co-ordination**

Who is responsible for Inclusion and SEN?

The SEN Code of Practice (2001) provides specific guidance on the roles and responsibilities for provision for pupils with SEN.

'Provision for pupils with SEN is a matter for the school as a whole. In addition to the governing body, the school's headteacher, the SENCO or SEN team and all other members of staff have important responsibilities'.

SEN Code of Practice 1:31

The SEN Code provides clear guidance on the responsibilities of managers, governors, teachers and support staff in making provision for pupils with SEN (1:39). It also provides more detail about the responsibilities of the governing body (1:16-1:23) and the role of the SENCO (5:30-5:36 & 6:32-6:40)

There is national guidance on responsibilities for inclusion and disability, which rest with the governing body and the headteacher, but this is less specific on how these responsibilities will be fulfilled in schools. Schools should identify which staff are responsible for monitoring provision and progress for children with additional needs: CiPC; EAL etc (National Curriculum Inclusion Statement 2000). Whether these are separate areas of responsibility or undertaken as part of a wider role (Senior Manager, SENCO, Inclusion Manager, Head of Year), they should be clearly defined in that person's job description.

What is the role of the SENCO?

'The SENCO (or team), working with the headteacher, senior management and fellow teachers, should be closely involved in the strategic development of the SEN policy & provision. The SENCO has responsibility for the day to day operation of the school's SEN policy and for co-ordinating provision for pupils with SEN, particularly through School Action and School Action Plus'.

SEN Code of Practice 1:39

The guidance on the role of the SENCO in the SEN Code needs to be read in conjunction with the National Standards for SENCOs which cover:

- The core purpose of the SENCO
- Key outcomes of SEN co-ordination
- Professional knowledge and understanding
- Skills & attributes
- Key areas of SEN co-ordination

The National Standards for SENCOs provide a basis for:

- Appointments
- Job descriptions
- Deployment
- Performance management and training.

If the SENCO role does not include all the elements of the key areas of SEN co-ordination in the National Standards, the headteacher must ensure that these are covered. It is possible to share responsibilities between several people such as the SENCO, other members of the SEN Team, a senior manager with responsibility for pupil support and inclusion.

Why do schools need a SENCO?

The SENCO, working with the headteacher and the governing body should contribute to

- Strategic direction and development of SEN provision
- Teaching & Learning
- Leading and managing staff
- Efficient & effective deployment of staff & resources

Although provision for pupils with SEN is a whole school responsibility it is important that schools have a SENCO who is responsible for the day to day operation of the policy and co-ordination of provision for pupils with SEN.

What should schools consider when planning the SENCO Role?

The SEN Code of Practice provides guidance about the role of the SENCO and the resources required to carry out the role effectively and efficiently. When planning the SENCO role, schools should consider the following:

- The SENCO role is at least equivalent to that of a curriculum, literacy, numeracy co-ordinator, Head of Faculty, Head of Year. The SENCO should be a member of SMT or have clear links to SMT.
- Whether the SENCO should have any other responsibilities in the school, particularly whether it is possible for the Head of Deputy to be an effective SENCO.
- The SENCO's relationship to other staff with Inclusion and SEN responsibilities.
- Time required for SEN co-ordination.
- Costs of the SENCO's role. There is funding in each school's budget for SEN co-ordination.

The SENCO salary should not be found from funding for individual pupils and only the % of the SENCO's time allocated to SEN duties should be offset against the SEN budget.

- Support for the SENCO's role: ICT, administrative support, access to a telephone & interview room.

What skills and attributes should a SENCO have?

SENCO's should be skilled teachers in their own subject or phase, who are able to apply the following generic skills to SEN co-ordination:

- Leadership
- Professional competence
- Decision making
- Problem solving
- Communication
- Self management

The attributes required by an effective SENCO include:

- Personal impact and presence
- A positive response to change
- Energy, vigour and perseverance
- Self-confidence
- Enthusiasm
- Intellectual ability
- Reliability and integrity
- Commitment

What should a SENCO do?

- Oversee day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Liaise with & advise fellow teachers
- Manage learning support assistants
- Oversee the records of all children with SEN
- Liaise with parents of children with SEN
- Contribute to the in-service training of staff
- Liaise with external agencies

What are the outcomes of the SENCO's work?

- Raise achievement of children with SEN
- Secure high quality teaching for children with SEN
- Set targets for improvement
- Ensure learning for all pupils is given equal priority
- Ensure that available resources are used to maximum effect

What professional development do SENCOs need?

SENCO's need opportunities to:

- Develop their knowledge & understanding of SEN
- Undertake new SENCO training to ensure they are familiar with systems and services in Staffordshire
- Access ongoing training & support
- Undertake accredited training – details of training opportunities are available on the intranet or by contacting Lorraine Cooper at the Kingston Centre (01785 277924)

Identification of Pupils with Special Educational Needs

It is expected that most pupils' needs will be met within classroom settings, through the provision of planned and differentiated learning opportunities which are carefully matched to the needs of the individual child. However, a small number of pupils may have needs which are additional to/different from the majority of their peers. These should continue to be addressed, wherever possible, in the classroom setting, through a graduated response, with class teachers maintaining day to day responsibility for the design and delivery of the curriculum, but with increasing levels of involvement of the SEN Co-ordinator.

Roles and Responsibilities at Early Years Action

All early education settings in receipt of government funding are required to have regard to the SEN Code of Practice. They must also have an SEN Policy. Children who make slower progress than their peers towards Early Learning goals required carefully differentiated learning opportunities, which are regularly reviewed and progress monitored. Ongoing difficulties may indicate a need for a level of help beyond the regular differentiated activities offered within the setting. The setting should then plan to intervene at Early Years Action.

Triggers for intervention through **Early Years Action** could be the practitioner's or parent's concern about a child who despite receiving appropriate early years education experience:

- *makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness*
- *continues working at levels significantly below those expected for children of a similar age in certain areas*
- *presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the setting*
- *has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment*
- *has communication and/or interaction difficulties and requires specific individual interventions in order to access learning*

SEN Code of Practice, 2001 Para. 4:21

The SENCO should have responsibility for:

- *ensuring liaison with parents and other professionals in respect of children with special educational needs*
- *advising and supporting other practitioners in the setting*
- *ensuring that appropriate Individual Education Plans are in place*
- *ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated*

SEN Code of Practice, 2001 Para. 4:15

The SENCO should also lead in undertaking any further assessment of the child, planning with other practitioners learning targets, monitoring and reviewing interventions. Parents should be encouraged to give their views about their child's development and learning, as well as being informed of the action proposed by the setting. Parents should be helped to contribute to the delivery of the IEP. The IEP should only target learning needs which are additional to/different from those met within the setting's regular curriculum delivery. There is sometimes the expectation that action taken necessitates the regular presence of an additional adult. This may not be the appropriate way to help the child. The key lies in the planning and delivery of effective individualised learning and teaching opportunities. Informal advice about strategies and resources may also be sought from external support services.

For further advice please contact the District Inclusion Offices. [LINK](#)

The triggers for referral to an external agency at Early Years Action Plus could be that despite receiving an individualised programme and/or concentrated support the child:

- *continues to make little or no progress in specific areas over a long period*
- *continues working at an early years curriculum substantially below that expected of children of similar age*
- *has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme*
- *has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service*
- *has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning*

SEN Code of Practice, 2001 Para. 4:31

External services which may be involved at Early Years Action Plus include:

- Specialist Support Service
- SENSS
- CPS
- Portage etc.
- Autism Outreach

LINKS

Roles and Responsibilities at School Action

The Class teacher:

- is responsible for the initial identification of a pupil's special needs through observation of classroom practice and on-going assessment
- must inform the SENCO of their concern and provide them with all the relevant information to help establish whether the pupil's needs are in fact different from/additional to those met through the regular classroom setting and differentiated curriculum delivery
- must inform parents of the school's concerns and invite them by letter to meet with the SENCO and the teacher, to discuss the concerns and inform the parents of the School Action
- should write a pupil's Individual Education Plan, in consultation with the SENCO as necessary and in discussion with the child and parents
- should discuss with the parents how they might contribute to the child's achieving the targets on the IEP
- should arrange and attend any subsequent review meetings with the SENCO, parent and the child, until such time as the school decides that they pupil no longer requires School Action or that they pupil need to move on to gain support from School Action Plus
- must inform the SENCO of any problems that may arise between reviews
- maintains responsibility for the planning and delivery of a suitably differentiated curriculum to address the pupil's IEP targets
- should organise the timetable, class grouping and all available resources so that the pupil receives all possible support to reach the targets set
- should assess the pupil's progress towards IEP targets
- should evaluate the impact of intervention at School Action
- should maintain on-going liaison with the pupil and his/her parents regarding progress

The SENCO

- advises the class teacher regarding the decision to intervene on the pupil's behalf through School Action
- should make an informal assessment of the child's needs, as well as collecting all available assessment and information already held by the school regarding the pupil
- completes SEN paperwork, including an SEN list if held, other than which it is more appropriate for class teachers to complete, e.g. IEPs at School Action
- ensures that the class teacher informs the parents by letter of the decision to place a child on School Action, should they be unable to meet the teacher and SENCO, and that a copy of the IEP is sent to parents
- devises the IEP in consultation with the class teacher, using the results of any informal assessment or other test results, along with information provided by the class teacher
- informs the parent of the LEA's Parent Partnership Service, which should ensure that they parent has access to information, advice and guidance relating to the educational needs of their child

- ensures that there are adequate resources within the school to meet the needs of all pupils who are experiencing difficulties
- attends the review meetings and advises the parent how they may help at home
- suggests possible resources/strategies that could be used in support of the child
- provides the parent with a copy of the school's Inclusion/SEN policy or the school prospectus, which should include a summary of the SEN policy
- arranges where appropriate for the child to receive some support from TA
- contacts outside agencies for informal advice and further information if needed
- maintains an on-going monitoring role of the pupil's progress by making occasional class visits and examining records to monitor the pupil's progress
- makes the decision, after a reasonable period of time, and in agreement with the class teacher and parent, that the pupil no longer requires School Action or that the pupil needs to proceed on to School Action Plus

The Parent

- provides the class teacher and the SENCO with any information, which may be relevant, including details about their child's health, early development and behaviour at home
- participates in their child's effort to meet their targets
- gives consent for the school to make a request to put the child onto the next phase of support, should this be needed
- signs and returns copies of any home/school liaison arrangements
- co-operates with any arrangements made with out-of-school professionals
- offers support and encouragement to the child
- supervises the child at home when doing any work, which will help the child achieve the set targets, as agreed at the review meetings
- informs the class teacher or SENCO about any problems that may occur between meetings
- attends all the review meetings
- ensures their child is adequately nourished and clothed, acquires adequate sleep and rest and is fully equipped for school

The Pupil

- is asked to contribute to the identification of challenging but realistic targets
- is invited to attend the review – or part of the review, if this is advisable
- is told the outcome of review meetings, even when the parent does not attend

The pupils should also:

- be provided with regular opportunities to reflect on progress made towards IEP targets and record this in an appropriate format
- be aware, through regular informal contact with the teacher, that there is ongoing interest and encouragement regarding their progress towards the achievement of the targets

Roles and Responsibilities at School Action Plus

If, after a period of time (the length is left to the discretion of the school), the pupil is not making adequate progress, the school may need to consider moving the child on to the next phase, **School Action Plus**.

The Code identifies triggers for **School Action Plus** as follows (paragraph 5.56). The pupil:

- continues to make little or no progress in specific area over a long period of time;
- continues to work at National Curriculum levels substantially below those expected of children of a similar age;
- continues to have difficulty developing literacy and numeracy skills;
- has emotional and behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

School Action Plus is the time when schools consult more formally with and seek the involvement of external agencies. The external services should:

- undertake an assessment of the child's needs
- suggest alternative strategies/resources to those already deployed
- assist school in the development of new IEP targets, including strategies to be used within the regular classroom setting as well as more individualised learning programmes which may be delivered in part outside the classroom by a trained TA.

Parental permission must be sought before a referral is made. Indeed many services require a parental signature to indicate their support of the referral. Schools may seek the involvement of any agency they consider appropriate, including LEA services. Typical of the range available are:

[Links to Staffordshire services, District Offices?](#)

In addition, there may be other personnel from the health authority and the social services department who could be called upon to provide advice and support. SENCO's should also be aware of local voluntary services that might be called upon. The LEA's special schools might also provide a useful source of advice in relation to particular SEN.

Roles and responsibilities School Action Plus

When a pupil has been identified as needing the support offered by School Action Plus, further additional responsibilities are involved.

The Class teacher:

- continues to support the pupil in the same way as for School Action, incorporating any possible extra help and resources as specified by the IEP's on behalf of the pupil, attending reviews and taking account of the advice of the outside agency involved.

The SENCO:

- informs the school and parents of the decision to initiate School Action Plus on behalf of the pupil and requests parental permission to request specialist advice from a named external agency.
- fills in the relevant paperwork for the identified external agency, which will decide if School Action Plus is appropriate.
- works in close co-operation with the external agency selected to provide advice and support for the pupil, class teacher and parent.
- devises the IEP's in co-operation with the external agency, class teacher, parent and child.
- organises and co-ordinates the review meetings.
- seeks advice, as necessary from subject co-ordinators within school e.g. literacy and numeracy co-ordinators.
- completes all the relevant paperwork.

The roles of the parent and pupil continue as at **School Action**.

1. Summary of provision for additional support in mathematics and literacy

This summary refers to all children identified by the school as requiring additional support for literacy and mathematics.

The NLS and NNS assume three 'waves' of support for children, as described below.

The SEN Code of Practice (2001) describes a 'graduated response' to identifying and meeting special educational needs which may be mapped onto the NLS/NNS three waves as follows:

Wave One



The effective inclusion of all children in a high-quality literacy hour and daily mathematics lesson ('quality first teaching')

Children may be at any point on the 'graduated response' – that is, the usual differentiated curriculum, *School Action* or *School Action Plus*.

Wave Two



Small group intervention (NNS Springboard, NLS Early Literacy Support, Additional Literacy Support and Further Literacy Support programmes, Booster classes, equivalent LEA or school-based programmes) for children who can be expected to 'catch up' with their peers as a result of the intervention – that is, who do not have special educational needs related specifically to learning difficulties in literacy and mathematics.

Wave Two interventions are not primarily SEN interventions. Where intervention programmes are delivered without modification within the designated year group, there is no requirement that the children involved should be placed on *School Action*. Children included in Wave Two interventions may on occasion already be at *School Action* or *School Action Plus*. This will be where they have special educational needs such as emotional and behavioural difficulties, communication and interaction difficulties, or sensory or physical impairment, for which they are receiving other forms of support.

Wave Three






Specific targeted approaches for individual children identified as requiring SEN intervention.

Children at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to their learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles, and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two.




Children receiving Wave Three support will always be placed on *School Action*, and on *School Action Plus* if an external agency is involved in assessment, planning and review.

The proforma that follows indicates features of provision at each 'wave'. It is suggested that you highlight aspects which you know to be in place and use the spare bullet points to indicate any additional aspects which are relevant to your own situation. The proforma can be used in conjunction with the Strands of Action Table in Section 6 of the SEN Toolkit (DfES 2001).




1.1 Summary of provision: Foundation Stage (nursery/pre-school setting) – refer to QCA *Early Learning Goals and Curriculum guidance for the Foundation Stage*

Wave One:  Quality first Teaching (QFT); examples of general provision	Wave Two:  QFT plus additional small-group provision	Wave Three:  QFT plus specific, targeted support for children with special educational needs
<ul style="list-style-type: none"> ■ High-quality literacy or mathematics environment as described in Curriculum guidance for the Foundation Stage ■ Planned opportunities for communication and language for thinking through talk, signing ■ Planned opportunities for singing and saying rhymes and songs, including those which are number-related ■ Use of big books and posters to develop text and number-related activities ■ Planned opportunities for literacy and mathematics related role play ■ Participation in parental involvement initiatives related to literacy or mathematics ■ Planned opportunities to use numbers as labels and for counting ■ Introduction to range of simple shapes to identify their properties and names ■ Development of phonological awareness (Progression in Phonics Steps 1 and 2) 	<ul style="list-style-type: none"> ■ Adults deployed to support targeted groups of children in communication, language, literacy and early mathematical concepts 	<ul style="list-style-type: none"> ■ One-to-one for individual children from specialist (e.g. speech therapist, peripatetic teacher of HI/VI/SLD, etc.) ■ SEN parental involvement initiatives
Points for Action		




1.2 Summary of provision: Foundation Stage (Reception) – refer to QCA *Early Learning Goals* and *Curriculum Guidance for the Foundation Stage*, *NLS Framework for teaching* and *NNS Framework for teaching*

Wave One:  Quality first Teaching (QFT); examples of general provision	Wave Two:  QFT plus additional small-group provision	Wave Three:  QFT plus specific, targeted support for children with special educational needs
<ul style="list-style-type: none"> ■ High-quality literacy or mathematics environment as described in Curriculum guidance for the Foundation Stage ■ Planned opportunities for singing and saying rhymes and songs, including those which are number-related ■ Use of big books and posters to develop text and number-related activities ■ All elements of the literacy hour and daily mathematics lesson used throughout the year. The literacy hour and daily mathematics lesson in place as part of daily programme by end of summer term ■ Access strategies planned and utilised to include all children in the elements of the literacy hour and daily mathematics lesson (e.g. differentiated questioning, use of alternatives to questions, range of interactive strategies, use of multi-sensory approaches) ■ Some direct teaching linked to the NLS and NNS Frameworks and other guidance for Reception ■ Daily opportunities to develop phonological awareness and knowledge (see 'Steps' outlined in Progression in Phonics) ■ Planned opportunities in large and small groups for oral or signed language development including language for thinking and vocabulary enrichment ■ Planned opportunities for children to work in groups and as pairs or individuals on independent activities ■ Planned opportunities for literacy and mathematics related role play ■ Participation in parental involvement initiatives related to literacy and mathematics ■ Teaching assistant support or assessment for targeted children during whole-class sessions <p>Teaching assistant support for small groups of children on planned child-initiated activities</p>	<ul style="list-style-type: none"> ■ Planned opportunities for children to practice routines associated with elements of the literacy hour and daily mathematics lesson ■ Planned opportunities for pre-teaching or preparation for whole-class sessions ■ Planned opportunities for communication, language and literacy and early mathematical development with targeted children, e.g. structured talk; discussion about text; role-play; number, shape and space activities ■ Language and vocabulary enrichment programme ■ Group or individual sessions to enable targeted children to keep up with the whole class in phonics 	<ul style="list-style-type: none"> ■ Specialist support focused on communication (e.g. speech and language therapy, signing, braille, picture exchange) ■ Focused support to develop: <ul style="list-style-type: none"> - visual imagery skills - oral language - an understanding of basic mathematical language - basic mathematical concepts, e.g. above, below - basic reading behaviours - sight vocabulary - phoneme/grapheme correspondence
Points for Action		

1.3 Summary of provision: Key Stage 1

Wave One:  Quality first Teaching (QFT); examples of general provision	Wave Two:  QFT plus additional small-group provision	Wave Three:  QFT plus specific, targeted support for children with special educational needs
<ul style="list-style-type: none"> ■ Planning and delivery across key objectives for mathematics and across literacy objectives at word, sentence and text level to secure involvement of children working at significantly lower levels ■ Access strategies planned and utilised to include all children in daily literacy hour and mathematics lesson (e.g. differentiated questioning; use of alternatives to questions; range of interactive strategies; use of multi-sensory approaches) ■ Planned use of oral and mental starter to enable children to rehearse, sharpen and develop mathematical skills ■ Opportunities taken to model activities for independent work or further reinforcement by teaching assistant ■ Teaching assistant support for targeted children during whole-class sessions ■ Focused group work with the teacher ■ Provision of independent activities which ensure a range of opportunities to encourage discussion and co-operation between children ■ Provision of independent activities which ensure a range of opportunities for recording, and alternatives to pencil and paper tasks ■ Differentiated activities which enable all children to work independently ■ Effective use of the plenary to assess, secure and reinforce the learning of all children 	<ul style="list-style-type: none"> ■ Early Literacy Support (ELS) programme for Year 1 ■ Additional guided reading or guided writing sessions with class teacher or teaching assistant ■ Opportunities for small groups to work with teaching assistant on appropriate activities related to key objectives for mathematics ■ Routines associated with particular independent activities taught, practised and reinforced for targeted children ■ Additional opportunities for guided oral language development, e.g. structured talk, discussion about text, role play ■ Opportunities for pre-teaching as preparation for whole-class sessions 	<ul style="list-style-type: none"> ■ Small group or individual withdrawal during word level session to focus on phonic skills and development ■ Small group or individual withdrawal during main teaching activity to focus on specific area of mathematics ■ Modified Early Literacy Support (ELS) sessions for individuals or small groups ■ Specialist structured programmes e.g. (insert any relevant examples) ■ Individual sessions with visiting specialists e.g. (insert any relevant examples)
Points for Action		

1.4 Summary of provision: Key Stage 2

Wave One:  Quality first Teaching (QFT); examples of general provision	Wave Two:  QFT plus additional small-group provision	Wave Three:  QFT plus specific, targeted support for children with special educational needs
<ul style="list-style-type: none"> ■ Access strategies planned and utilised to include all children in the daily literacy hour and mathematics lesson (e.g. differentiated questioning; use of alternatives to questions; range of interactive techniques; use of multi-sensory approaches) ■ Planning and delivery of key objectives for mathematics and/or of objectives at work, sentence and text level to address earlier linked objectives from the NLS/NNS Frameworks for those children for whom this is appropriate ■ Opportunities taken to model activities for independent work or further reinforcement by teaching assistant ■ Teaching assistant support for targeted children or groups during whole-class sessions ■ Activities on which children work independently provide a range of opportunities to encourage discussion and co-operation between children ■ Focused group work with the teacher ■ Provision of a range of opportunities for recording, and alternatives to paper and pencil activities, which show evidence of progression from previous years ■ Whole-class shared text work addresses the age-appropriate range of literature from the NLS Framework ■ Effective use of the plenary to assess, secure and reinforce the learning of all children 	<ul style="list-style-type: none"> ■ Additional Literacy Support (Year 3); Further Literacy Support (Year 5) Springboard programmes (Years 3, 4, 5 and 6) ■ Booster provision ■ School or LEA structured programme ■ Small group work based on NLS or NNS objectives tracked back to earlier years ■ Additional guided reading using texts which are age appropriate and at a suitable level of challenge ■ Additional oral/mental work which is age appropriate and at a suitable level of challenge ■ Use of practical resources and images to model and illustrate methods of calculation ■ Additional, focused opportunities for guided writing with class teacher or teaching assistant ■ Additional opportunities for guided oral language development, e.g. structured talk, discussion about text, role play ■ Opportunities for pre-teaching in preparation for whole class sessions 	<ul style="list-style-type: none"> ■ Modified ALS/FLS/Springboard/Booster sessions for individuals or small groups ■ Focused reinforcement of KS1 phonics and sight vocabulary ■ Focused reinforcement of KS1 objectives for mathematics ■ Teaching of behaviour management strategies to enable participation in whole-class sessions ■ Individual support from visiting specialists e.g. (insert any relevant examples) ■ Specialist structured programmes e.g. (insert any relevant examples)
Points for Action		

Key Outcomes of Inclusion/SEN Co-ordination

Effective co-ordination of Inclusion/SEN results in:

e. pupils on the SEN register who

- make progress towards targets set in their Individual Education Plans;
- show improvement in their literacy, numeracy and information technology skills;
- are helped to access the wider curriculum
- are motivated to learn and develop self-esteem and confidence in their ability as learners.

f. teachers who

- are familiar with and implement the school's SEN policy and approaches to meeting the needs of pupils with SEN;
- identify pupils who may require special provision e.g. those with EBD, and help to prepare individual education plans as appropriate;
- communicate effectively with the parent, the SENCO and all other staff with responsibilities for SEN, including those from external agencies;
- have high expectations of pupils' progress;
- set realistic but challenging targets which they monitor and review;
- provide appropriate support.

g. Teaching Assistants who

- whether employed by the school or LEA, understand their role in the school in relation to pupils with SEN;
- work collaboratively with the SENCO, teaching staff and staff from external agencies;
- through opportunities to develop their skills, become increasingly knowledgeable in ways of supporting pupils and help them to maximise their levels of achievement and independence.

d. parents who

- understand the targets set for their children and their contribution to helping their children achieve them;
- feel fully involved as partners in the education process.

e. headteachers and other senior managers who

- recognise that the curriculum must be relevant to all pupils by taking SEN into account in the formulation and implementation of policies throughout the school;
- understand how best to support those with responsibility for SEN co-ordination.

f. governors who

- understand their role in relation to pupils with SEN (and their parents) through the discharge of their statutory responsibilities;
- develop mechanisms for liaison with the headteacher and the SENCO to ensure that they receive regular updates on the implementation of the school's SEN policy and the outcomes from the regular reviews, monitoring and evaluation of the provision made for pupils with SEN.

g. LEAs and other responsible bodies who

- receive timely information about the progress made by pupils with SEN, including those with statements;
- ensure that time spent in the school by external staff is effectively used in support of pupils with SEN.

SENCOs should have knowledge and understanding of:

- the characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupils achievement, and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEN;
- how to devise, implement and evaluate systems for identifying, assessing and reviewing pupils' reviewed;
- the purpose of individual education plans and how they are formulated, implemented and reviewed;
- the resources which can help pupils with SEN and how they can be used to best effect;
- in collaboration with the IT co-ordinator, how information and communications technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN;
- relevant legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without;
- relevant research and national inspection evidence and the implications for SEN;
- the requirements to communicate information effectively to LEAs, external agencies, parents and other schools or colleges on transfer;
- the scope and role of external agencies in support of work with pupils with SEN and how to interpret specialist information in support of teaching programmes;
- the implications of information and guidance documents from LEAs, the DfES and other national specialist bodies/associations;
- how to contribute to the professional development of other staff in relation to pupils with SEN.

Key areas of SEN co-ordination

- A. Strategic direction and development of SEN provision in the school
- B. Teaching and learning
- C. Leading and managing staff
- D. Efficient and effective deployment of staff resources

The effectiveness of the SENCO role will also depend on:

- the acknowledgement by the headteacher and governing body of their responsibility to meet the needs of all pupils which is reflected in the school's policies and practices;
- the way in which decisions, policies and practices, particularly in relation to pupils with SEN, are communicated and implemented throughout the school, including to parents;
- an understanding by all staff that their part in the effective provision for pupils with SEN extends beyond having regard to the procedures of the Code of Practice;
- the assessment procedures and systems for monitoring and recording progress, for example, how SENCOs contribute to the whole-school assessment, recording and reporting arrangements;
- their expertise and knowledge of the range of SEN.

Photocopiable master – SENCO Self-audit against TTA National Standards

Competencies checklist

This is a tool to help identify professional development needs within the SENCO role. It can be used as part of and to assist individual performance management within the performance development cycle.

Competency	I am good at this	I can do this OK	I need to develop
Know the characteristics of effective teaching			
Use ICT			
Keep up to date with inclusion and SEN issues			
Effective communicator			
Co-ordinate and provide staff training			
Manage IEPs			
Analyse and interpret data			
Assist staff to set realistic expectations			
Disseminate good practice			
Monitor and evaluate the provision for pupils with SEN, including the effectiveness of teaching and learning			
Support literacy, numeracy, ICT and other developments			
Support pupils to become independent learners			
Manage transition effectively			
Collect and interpret assessment data			
Devise, implement and evaluate SEN systems			
Provide regular information for HT and governing body on the effectiveness of SEN provision			
Help staff understand the needs of pupils with SEN			
Promote and achieve positive staff/pupil relationships			
Monitor pupil progress			
Co-ordinate reviews			
Develop positive partnerships with parents			
Develop effective liaison with other agencies			
Chair meetings effectively			
Manage time effectively			
Take responsibility for your own professional development			

Roles and Responsibilities

*The SEN Code of Practice 2001 indicates 'the need for individual schools to decide the procedures they should adopt for meeting the needs of all children, **for observing and assessing their progress**, and for deciding the nature of the special educational provision that they should make'.*

SEN Code of Practice 2001 5:38

All professionals working in schools have an obligation to monitor the progress of all their pupils. The following staff have a role to play at either an operational or strategic level:

- Teaching Assistants, Learning Mentors eg monitor the progress of an individual pupil and / or a small group of pupils against lesson objectives and feedback to the teacher
- Teachers, eg monitor and evaluate the progress of pupils against targets on IEPs
- Inclusion manager / SENCO eg monitor and evaluate teaching and learning and impact on pupil progress
- Senior Management Team eg monitor and evaluate the Inclusion / SEN Action Plan within the School Improvement Plan
- Governors eg Monitor and evaluate the effectiveness of the school policies regarding inclusion and special educational needs

Good practice indicates that job descriptions should indicate how individual roles will support and enhance monitoring and evaluation across the school.

Following normal differentiation within the curriculum and the use of a range of classroom strategies and where evidence indicates that an individual pupil's progress is not adequate, it is necessary for the school to intervene and make provision '**additional to**' and '**different from**' to enable the pupil to learn more effectively.

For pupils with additional and / or special educational needs schools can use a variety of pupil progress indicators including:

- Foundation Stage Profile
- Internal and external tests and assessments
- Fischer Family Trust data : available in all schools
- Analysis of academic data eg P scales and PIVATS
- Progress against IEP, and other individualised plan, targets
- Progress against statement objectives
- Parental feedback
- Pupil self assessment
- External agency assessments and reports
- Attendance and exclusion data
- Patterns of behavioural, emotional and social difficulties
- Summative measures of inclusive provision and practice linked to outcomes for pupils
- The formative and summative reports providing an holistic picture of the pupil

The progress of pupils on Early Years / School Action or Early Years / School Action Plus who receive provision that is '**additional to**' and '**different from**' is usually monitored through IEPs or other individualised plans. The progress of pupils with a Statement of Special Educational Needs can be monitored through IEP (individualised plan) review and the annual review process. The monitoring and evaluation of pupil progress to ensure all pupils, including those with additional and special needs, make effective progress can be further supported through whole school monitoring and self review mechanisms.

Guidance on monitoring and reviewing pupil progress using an Individual Education Plans (IEP) or other individualised plan

Where an IEP is necessary it must be:

- A 'live, working document' for all staff, parents and the pupil with additional and / or special educational needs
- A planning, teaching and reviewing tool
- A plan for teaching and learning that highlights the 'additional to' and 'different from' activities and provision
- A document that is understood and accessible to all involved including the pupil and parents / carers

Professionals should use an IEP and any other individualised plan to:

- Provide for pupils, including those with statements and indicate the provision that is 'additional to' and 'different from' the normal differentiated curriculum
- Set and record individual targets that are not recorded / monitored in any other way
- Ensure pupil progress, for those pupils operating below national curriculum levels, is integrated into whole school recording systems
- Enable discussion with parents and professionals regarding progress of an outcomes for pupils

An IEP and any other individualised plan should include:

- Brief outline of the pupil's needs
- The short term targets set in discussion with the pupil
- The teaching strategies to be used
- The provision required
- The date of review
- Success and / or exit criteria
- Pupil outcomes recorded at the review of the plan

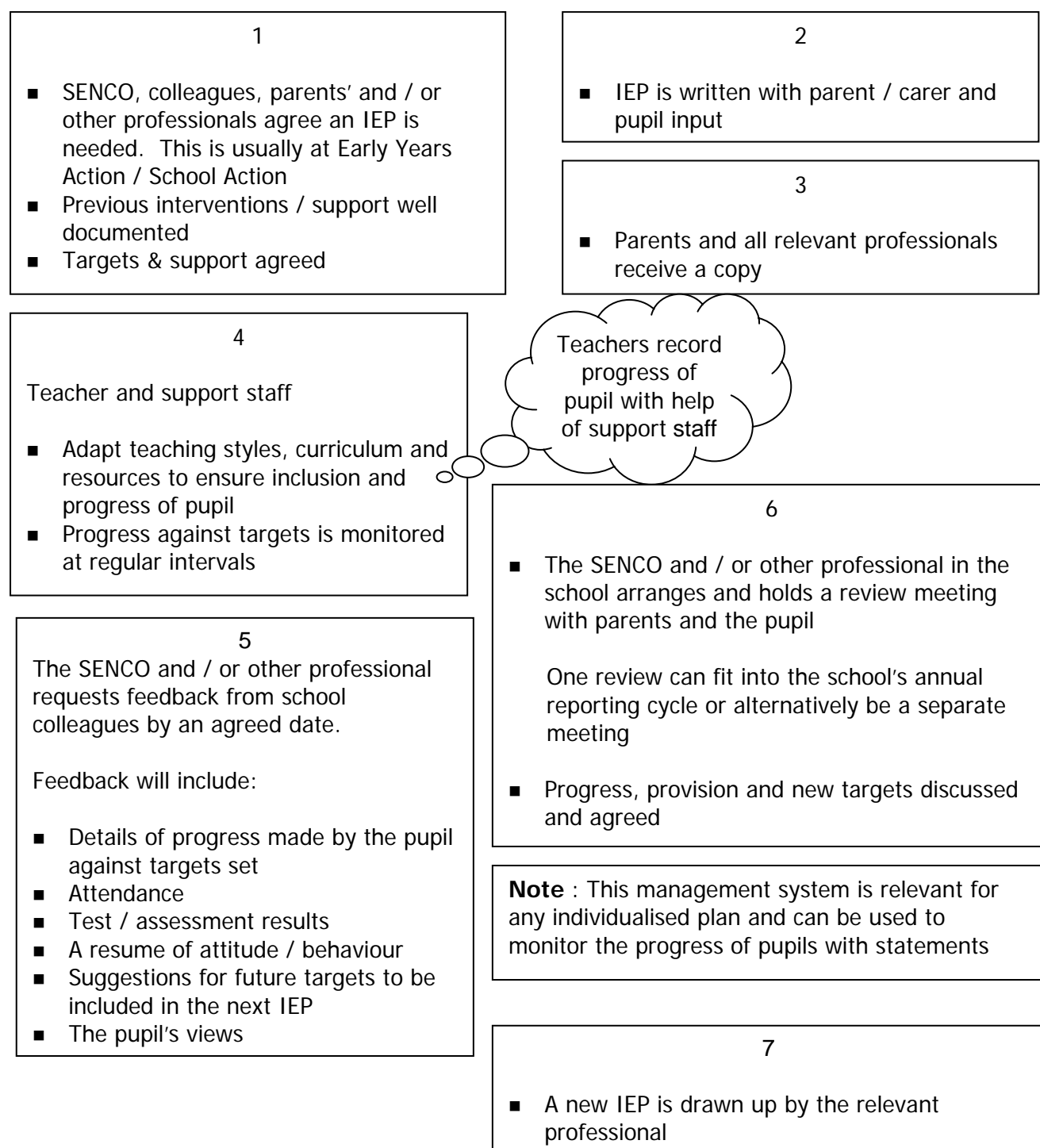
When setting targets for pupils operating outside national curriculum levels P scales may prove useful.

Group Plans

Where a group of pupils have common targets a group plan may be appropriate. It is important that any such plans do not duplicate other planning and target setting recorded elsewhere. Pupils on a group plan must be assessed and monitored individually by the teacher and / or professional involved.

Schools may if they wish devise their own group plan format or adapt an IEP format.

Managing IEPs in School - a suggested system



In managing school SEN systems and IEPs in particular the SENCO can act in a supportive and consultative role for colleagues. The SENCO is not and should not be the only person in the school with responsibility for the devising and delivering of IEPs.

'All teachers are teachers of pupils with special educational needs'

SEN Code of Practice 5.2 and 6.2

'Good teaching ensures that all pupils are enabled to learn effectively'

OFSTED Evaluating Education Inclusion Page 14

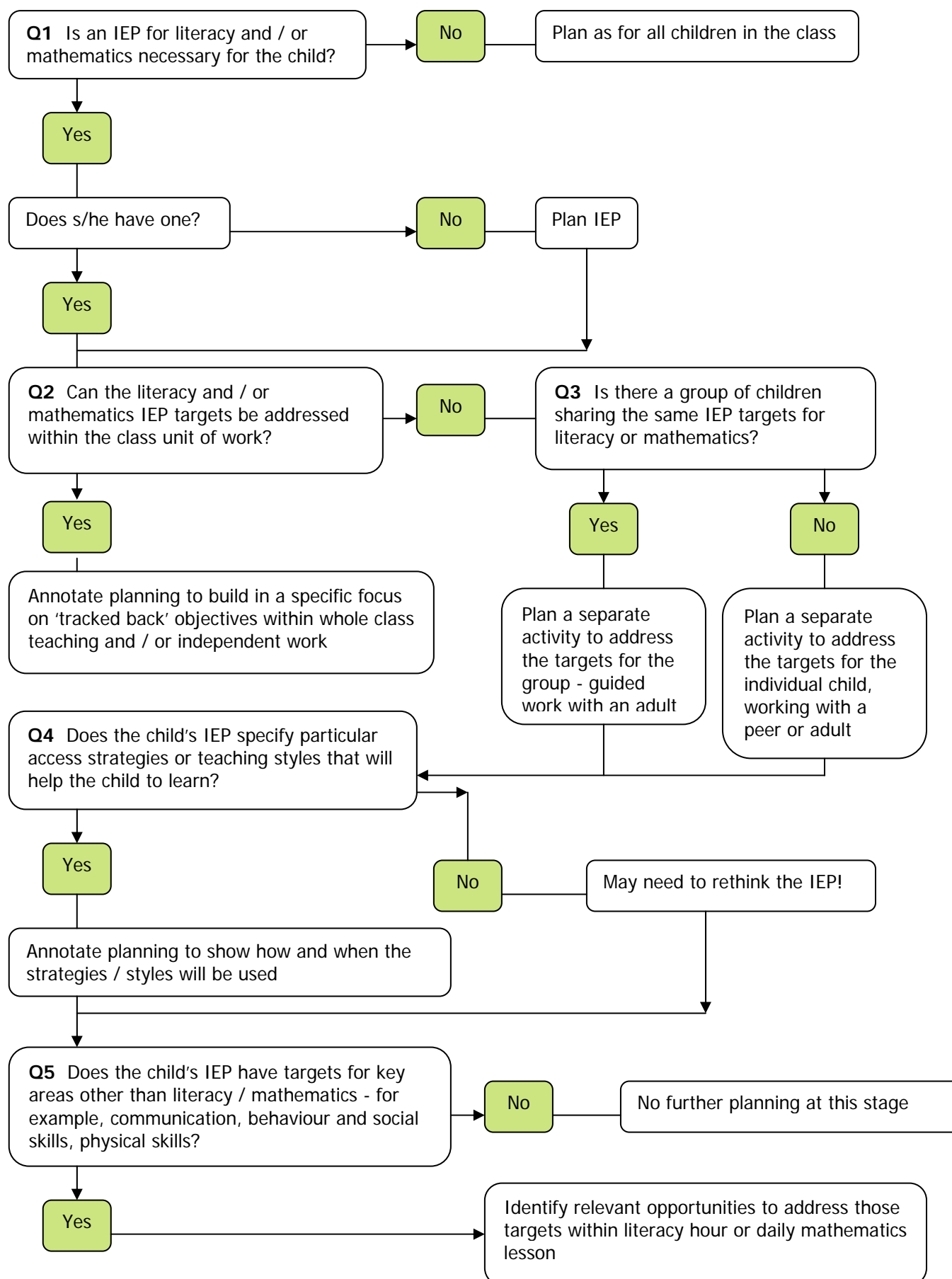
The National Curriculum inclusion statement also sets out 3 principles to develop a more inclusive curriculum. They are:

- A) Setting suitable learning challenges
- B) Responding to pupils' diverse learning needs
- C) Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Therefore, to ensure the development of a more inclusive curriculum, pupil progress and the effective management of IEP systems schools need to consider the following points:

- IEPs and review systems must be manageable and work within the context of the school and classroom management
- Everyone involved in the IEP must agree that the targets are relevant and achievable
- The IEP should focus on 3 or 4 targets only
- Targets should relate to literacy, maths, communication and behaviour and social skills (primary and secondary phase)
- Targets should be communicated to everyone involved
- Implementation, where ever possible should be in the normal classroom setting
- Progress towards targets should be monitored and recorded
- An effective feedback system, to the Inclusion Manager / SENCO should operate within the school
- Systems to ensure continuity including communication with new staff and supply staff etc should be in place
- The IEP is a working document and must be under constant review by the staff involved
- An evaluative IEP review should take place at least twice a year. One review can coincide with routine / annual parents' meeting.
- The IEP review does not need to be formal. However, the review should ensure the inclusion of the following:
 - The progress of the pupil
 - The parent's views
 - The Pupil's views
 - Reports from and / or the views of external agencies for pupils at Early Years Action + / School Action + or where external agencies are involved.
 - The effectiveness of the IEP
 - Specific issues surrounding access and inclusion that assist / hamper the pupil's progress
 - Updates of information and advice
 - Future action, including new targets, strategies, date of next review and success / exit criteria
- Headteachers and senior managers should consider the time required by the SENCO / Inclusion Manager to co-ordinate IEP systems and monitor IEPs
- Schools should consider a self review system in relation to the success of provision and practice, including IEPs

Planning for children with special educational needs in the literacy hour and daily mathematics lesson : flow chart



Notes on the planning flow chart

Q1 Is an IEP for literacy and / or mathematics necessary for the child?

IEPs should only record 'that which is additional to or different from the differentiated curriculum plan' (Section 5, SEN Toolkit, 2001). When a child is receiving group provision that can be incorporated into the class teacher's regular curriculum planning and monitoring, an IEP is not needed. Examples might be Wave Two intervention programmes or timetabled small set provision for lower attaining children. These are part of the school's routine arrangements for all children, and do not need to be additionally recorded or monitored via IEPs. Again, if the school routinely sets personal targets for literacy and mathematics for all children, there may be no need for further paperwork, as Section 5 of the SEN Toolkit makes clear, 'IEPs are not meant to duplicate any other planning including individual target setting processes or curriculum planning that is recorded for the child elsewhere, though it is essential that where targets are set, they are recorded and the child's progress monitored and discussed with parents'. What is regarded as 'additional to and different from' the provision available for all children will vary from school to school. The more there is inbuilt, ongoing planning and provision to meet diversity, the less need there is for separate IEPs.

Q2 / 3 Can the literacy and / or mathematics IEP targets be addressed within the class unit of work? Is there a group of children sharing the same IEP targets?

Some IEP targets link directly with the focus of work for the class as a whole, that is, the teacher is able to track back from the learning objectives for a unit of work for the class to related (but different) learning objectives (IEP targets) drawn from earlier in the *Framework for teaching* or from the National Literacy and Numeracy Strategies' P Scales exemplification, *Towards the National Curriculum for mathematics / English*.

If this is the case, the teacher can simply attach a copy of the IEP to the plan for the unit of work, and briefly annotate that unit plan to show how and when:

- supplementary questioning and modelling, focussed on the earlier learning objectives, will be used during whole class teaching (including the plenary);
- the teacher and / or any additional adults will work with the child on the earlier learning objectives for short, focussed periods within other parts of the lesson.

Some units of work will not link directly with the particular learning objectives (IEP targets) for the child. The teacher will not be able to track back through the relevant *Framework for teaching* to find the link. In this case, they will need to plan work that the child (or group, if there are several children with similar IEP targets) can do in parallel to the main class topic.

The work will be different from that undertaken by other children in the class. It can take place within the literacy hour or daily mathematics lesson, or outside the hour or lesson as an additional (extra) activity.

The decision on whether to plan a parallel activity within the hour or lesson or an additional activity outside the hour or lesson will depend on several factors:

- the availability of time elsewhere in the curriculum;
- the availability of additional adult support;
- what the child or group would be missing if they do a parallel activity within the literacy hour or daily mathematics lesson, rather than the main activity for the class

Teachers may find it helpful to use the guidance on pages 12 - 13 of this file to help them with this last decision. If the main class activity can be thought of as one in which the child can readily take part, given the appropriate access arrangements, it may be best for the specific IEP targets to be addressed **outside** the hour or lesson, as an additional activity. If, on the other hand, the main class activity is one which might actively conflict with the particular learning on which the child needs to focus, it may be best to plan a parallel alternative activity **within** the hour or lesson. This can take place in or out of the room depending on the availability of space and adult support, and the extent to which good listening conditions without distractions are fundamental to the particular task.

Either way, the plan for the unit of work for the class as a whole will need to be annotated to add the additional or alternative activities.

Q4 Does the child's IEP specify particular access strategies or teaching styles which will enable the child to engage with the curriculum?

The IEP, or Statement if the child has one, may already describe the particular access strategies and teaching styles that are appropriate for the child. If so, the teacher can jot down on their unit plan the points where these will be brought into play - use of additional resources as visual aids in whole class teaching, for example, or highlighting particular vocabulary which will need explanation and display, or 'buddying' arrangements for certain activities.

If the IEP has not considered strategies like these, it may be worth adding a box to it and jotting some down, perhaps using ideas from the 'Inclusive Teaching Checklist' on pages 53 - 57 of this file.

Q5 Does the child's IEP have targets for literacy areas other than literacy or mathematics - for example, communication, behaviour and social skills, physical skills?

If the IEP or Statement has targets in any of these key areas, the teacher will want to look for opportunities to address them within the work they are planning for literacy and mathematics. For example:

- a unit of mathematics work on symmetry may lend itself to work on positioning parts of the child's own body as part of a motor co-ordination programme for a dyspraxic child
- a data handling exercise may help a child with a communication difficulty to practice framing oral questions
- a unit of work in English on issues and dilemmas may lend itself to work on specific emotional, social and behavioural targets.

Where such opportunities are identified, the plan for the unit of work can be annotated accordingly.

Name	DoB	Class
School Action / Plus	Date of IEP	Date of review
Areas of need		
Curriculum Differentiation - access strategies and teaching styles		
Curricular targets	Review / Outcomes	
Provision - see attached provision map		

Individual Education Plan

Name C	DoB 09.06.95	Class 3J
School Action	Date of IEP 12 December 2002	Date of review 4 April 2003
Areas of need C has needs in the area of literacy and numeracy. (Reading - 1c / Writing - 1a / Numbers and the number system - 1c Handwriting is poorly developed and pencil grip is poor		
Curriculum Differentiation - access strategies and teaching styles Consider: <ul style="list-style-type: none"> • supplementing print materials with diagrammatic and pictorial material • a peer reading buddy • extra adult support for reading and scribing • provision of personal resource box for mathematics (blocks, clear number line) • recording using mind mapping, highlighting, sorting • increased access to ICT for recording • use of a pencil grip 		
Curricular targets		Review / Outcomes
1 C will use her knowledge of phonics to spell and read CVC words.		
2 C will count on and back in 1s and 10s reliably.		
3 C will form the letters b, f, k, p, r, s, v and w clearly.		
Provision - see attached provision map		

Provision Mapping

Introduction to Provision Mapping

It is important for schools to have a comprehensive overview of all the differentiated and adapted provision they offer as part of their overall curriculum provision. Provision Mapping supports this task.

The SEN Code of Practice stresses that in all schools and across all phases there is *'a continuous cycle of planning, teaching and assessing that takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements'*.

SEN Code of Practice 2001 5:3, 6:3

All schools will *'make provision for increased curriculum differentiation, curricular adaptations and pastoral or disciplinary procedures dependent on the individual child's strengths and weaknesses'*.

SEN Code of Practice 2001 5:17

Provision mapping is a way of describing, monitoring and evaluating provision for pupils with additional and special educational needs. It can be particularly useful for recording provision made for cohorts, Key Stages, groups and individuals.

Provision mapping will help to:

- Record the cohorts, groups and names of individual pupils who have either differentiated and / or 'additional to and different from' provision and what the school provides.
- Monitor and evaluate the impact of provision
- Make best value judgements by identifying the cost of provision in terms of time, money and resources
- Provide data / information about the impact of provision and pupil outcomes for managers, governors, parents and carers, OFSTED and ECALS
- Plan effective provision to meet pupil needs

The following pro formas provide a variety of formats for provision mapping. You may choose to use one of these formats or alternatively devise one of your own. DfES Guidance 'Leading on Inclusion' 1183-2005 G provides a much more detailed guide and more templates

Example 1

Inclusion and SEN Provision Map

Name of School: Tipping Street High School		Date : 19.12.04	
Year group(s) Key Stage(s) Group, Individual		Year 7	
Provision / resource available	Costs (time and money)	Accessed by	Pupil outcomes
<u>Assessment and planning</u>			
<i>Individual diagnostic assessments</i>	<i>Cost of tests Admin time</i>	<i>Pupils working within / below NC level 2 on entry</i>	<i>Plan and deliver programme to develop literacy of identified pupils (Nov 03)</i>
<i>IEPs written</i>	<i>Admin time Time for deliver of IEP Time for monitoring and reviewing x2 per year</i>	<i>Pupils on School Action / School Action + and statements</i>	<i>Pupils progress monitored and reviewed via IEP. New targets set</i>
<u>Grouping for teaching purposes</u>			
<i>Pupils setted in English, Maths and Science. Additional teacher available to create an extra group in each subject</i>	<i>Costs of an additional teacher for Maths x3, Eng x4 and Sci x3 each week</i>	<i>Least able pupils within the year group</i>	<i>Pupils in lower ability group show 'value added' improvement in core curriculum subjects. See Assessment Manager</i>
<i>Individual 'Buddy' reading</i>	<i>Buddy support provided by 6th form pupils. No costs</i>	<i>Pupils with statements requiring additional reading support</i>	<i>Reading age of identified individuals improves. See IEP</i>

Example 1 cont

Inclusion and SEN Provision Map cont

Name of School: Tipping Street High School		Date : 19.12.04	
Year group(s) Key Stage(s) Group, Individual		Year 7	
Provision / resource available	Costs (time and money)	Accessed by	Pupil outcomes
<u>Grouping for Teaching Purposes (cont)</u> <i>Small group literacy lessons</i> <i>In class TA support for broad curriculum in 3 Yr 7 classes</i> <i>LSU</i>	<i>Additional teacher time 1 hr / day</i> <i>TA support x18 hrs</i> <i>EiC funded</i> <i>Additional full time teacher</i> <i>Additional full time Behaviour Support Worker</i>	<i>All pupils reading with RA 3 yrs + below CA</i> <i>Targeted AEN pupils grouped in identified classes</i> <i>Targeted Year 7 pupils for 8 weeks</i> <i>See LSU lists</i> <i>Oct - Dec</i> <i>Jan - Mar</i>	<i>See literacy group record</i> <i>See teacher assessments and records</i> <i>All pupils accessing lessons</i> <i>See behaviour cards monitored by Learning Mentors</i>
<u>Curriculum and Teaching Methods</u> <i>Differentiated resources in all subjects</i>	<i>Departmental capitation.</i> <i>Additional resources to depts £1,000</i> <i>On rolling programme linked to SIP priorities</i>	<i>All AEN / SEN pupil</i>	<i>Depts differentiate resources</i> <i>All teachers take responsibility for AEN / SEN</i> <i>Less reliance on SEN dept to produce resources</i> <i>65% success - improved RAs above CAs</i>

Example 1a

Master - Inclusion and SEN Provision Map

Name of School:		Date :	
Year group(s) Key Stage(s) Group, Individual			
Provision / resource available	Costs (time and money)	Accessed by	Pupil outcomes

Example 2

Inclusion and SEN Provision Map

Name of School	Date	Type of provision	Group
Tipping Street Primary School	05.05.05	Cognition and Learning	Key Stage 2

Wave One



Costs:

- Differentiated curriculum
- Differentiated delivery eg simplified language, slower pace
- Differentiated outcomes eg use of Text ease
- Adapted visual aids, modelling
- Use of writing frames
- Etc

Wave Two



- In class TA literacy and numeracy support
- ELS, ALS, Springboard and catch up programmes
- Small group - withdrawal
- Multi-sensory spelling practice groups
- Small group use of ICT programmes
- Differentiated resources
- Etc

Wave Three



- Precision Teaching for literacy / numeracy
- Individual literacy, phonic programme
- Reading Rescue
- Individual literacy and / or numeracy programme
- Individual numeracy programme eg Number Shark
- Dyslexia programme eg Beat Dyslexia, MSL programme
- Additional planning and individual arrangements for transition
- individual arrangements for SATs

Example 2a

Master - Inclusion and SEN Provision Map

Name of School	Date	Type of provision	Group

Wave One



Costs:

Wave Two



Wave Three



Example 3

Inclusion and SEN Provision Map

Name of school:		Date:	
Key Stage	Provision / resource	Costs per week	
		Hours	£
Foundation	■ Daily support based around regular nursery activities 1:1 small group / whole class (NN/Teacher)	2	
	■ Small group. Language development (Volunteer worker) 1:2	2.5	
	■ Circle games - variable group size	2.5	
	■ Intensive literacy support - pre reading skills TA 1:1	4.5	
	■ Speech and language support TA 1:3	3	
	■ Speaking and listening / behaviour TA 1:3	3	
	■ Literacy support TA 1:3	5	
	■ Numeracy support TA 1:3	5	
	■ Social skills LM 1:1	5	
	■ Lunch time behaviour support MTA 1:1	5	
	■ Behaviour / speaking and listening - circle time LM 1:10	0.5	
	■ Intensive literacy support TA 1:3	2.5	
Key Stage 1	■ Intensive reading support TA 1:6	6.25	
	■ Speech and language group TA 1:3	3	
	■ Numeracy group TA 1:5	2.5	
	■ EAZ Literacy support teacher small group - 6 weeks	2	
	■ Literacy basic skills group TA 1:3	2	
	■ Phonics programme TA 1:6	2.5	
	■ EAZ Intensive literacy support TA 1:4	2	
	■ Intensive reading support TA 1:1	5	
	■ Social skills support LM 1:4	1	
	■ Lunch time small group support for social skills TA 1:6 max	5	
	Total cost		

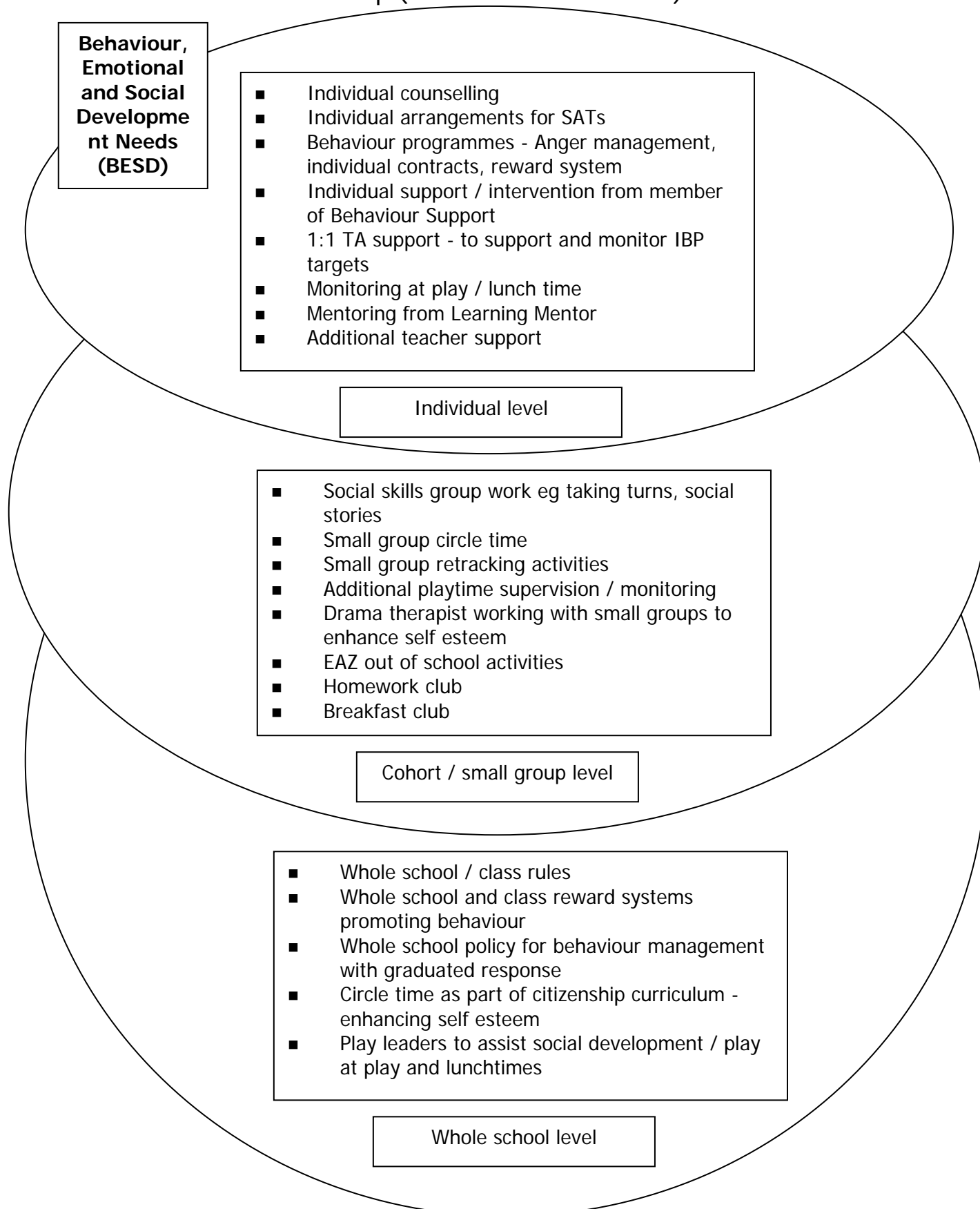
Example 3a

Master - Inclusion and SEN Provision Map

Name of school:		Date:	
Key Stage	Provision / resource	Costs per week	
		Hours	£
Foundation			
Key Stage 1			
	Total cost		

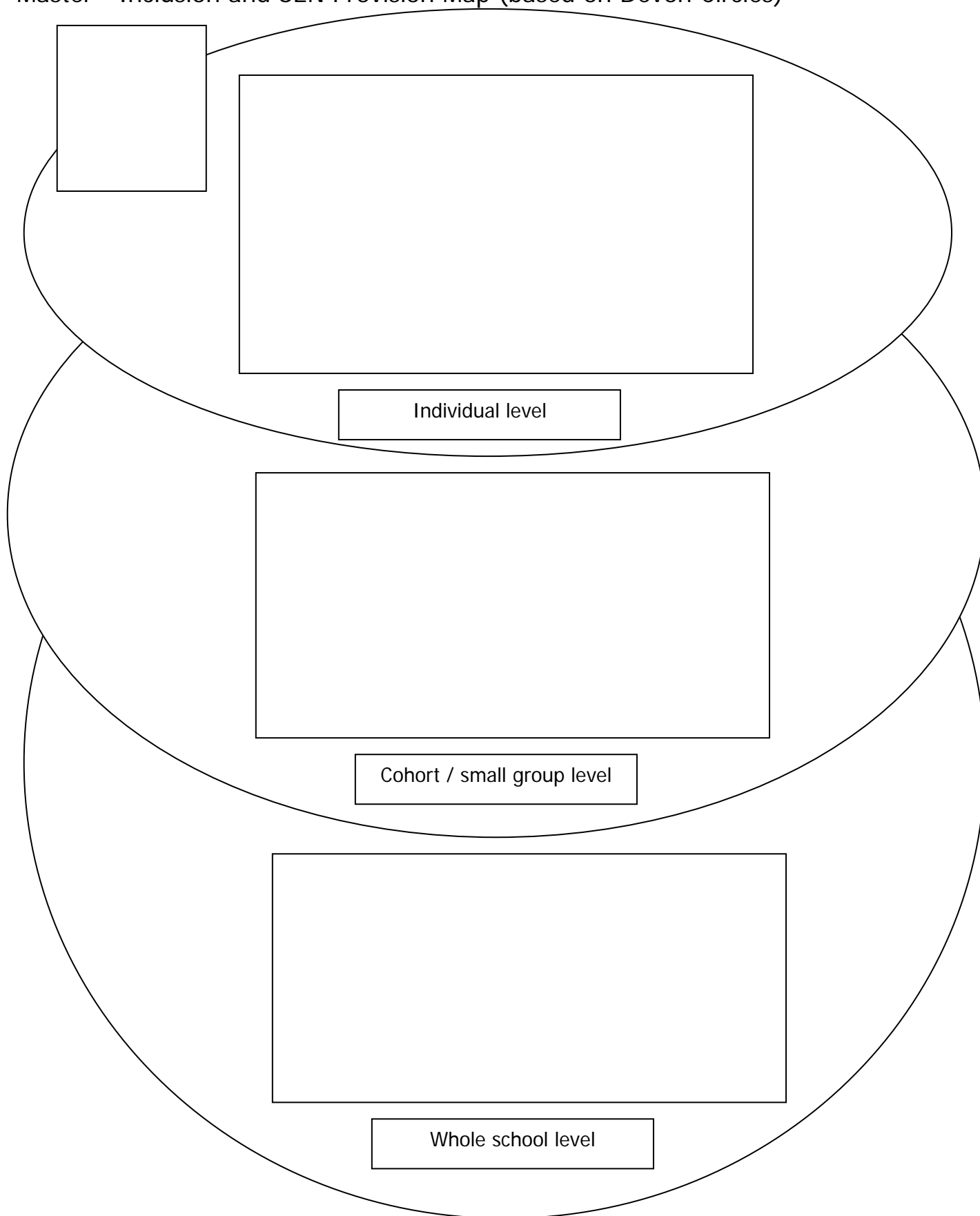
Example 4

Inclusion and SEN Provision Map (based on Devon Circles)



Example 4a

Master - Inclusion and SEN Provision Map (based on Devon Circles)



Example 5

Inclusion and SEN Provision Map

Name of School:			Date:		
Year group	Provision / Resource	Staff / pupil ratio	Staff involved	Time costs	Cost £
R	In class support	1:1	TA	Daily - full time 27.5 hours per week	
	Lunchtime support	1:1	TA	Daily - 5 hours per week	
	Language / social skills	1:6	LM	2 x 45 minutes per week	
Yr 1	Additional reading support	1:5	TA / CT	15 mins daily - 75 mins per week	
	Additional reading support	1:1 2 pupils	TA / CT	20 mins daily - 1 hr 40 mins per week	
	Speech and language group	1:5	SENCO	45 minutes per week	
Yr 2	Speech and language group	1:6	SENCO	45 minutes per week	
	Phonic programme	1:4	TA	90 minutes per week	
	Able group - numeracy	1:6	TA	1 hour per week	
Yr 3	Physical / sensory ICT support	1:1	TA	2 hours per week	
	Physical / sensory manipulative skills	1:1	1:1	1 hour per week	
Yr 4	Phonic support	1:2	TA	75 mins per week	
	Reading support	1:2	TA	75 mins per week	
Yr 5	Able group - numeracy	1:5	TA	2 hours per week	
	Able group - science	1:5	TA	1 hour per week	
Yr 6	BESD support	1:1	TA	Daily - full time 27.5 hours per week	

Example 5

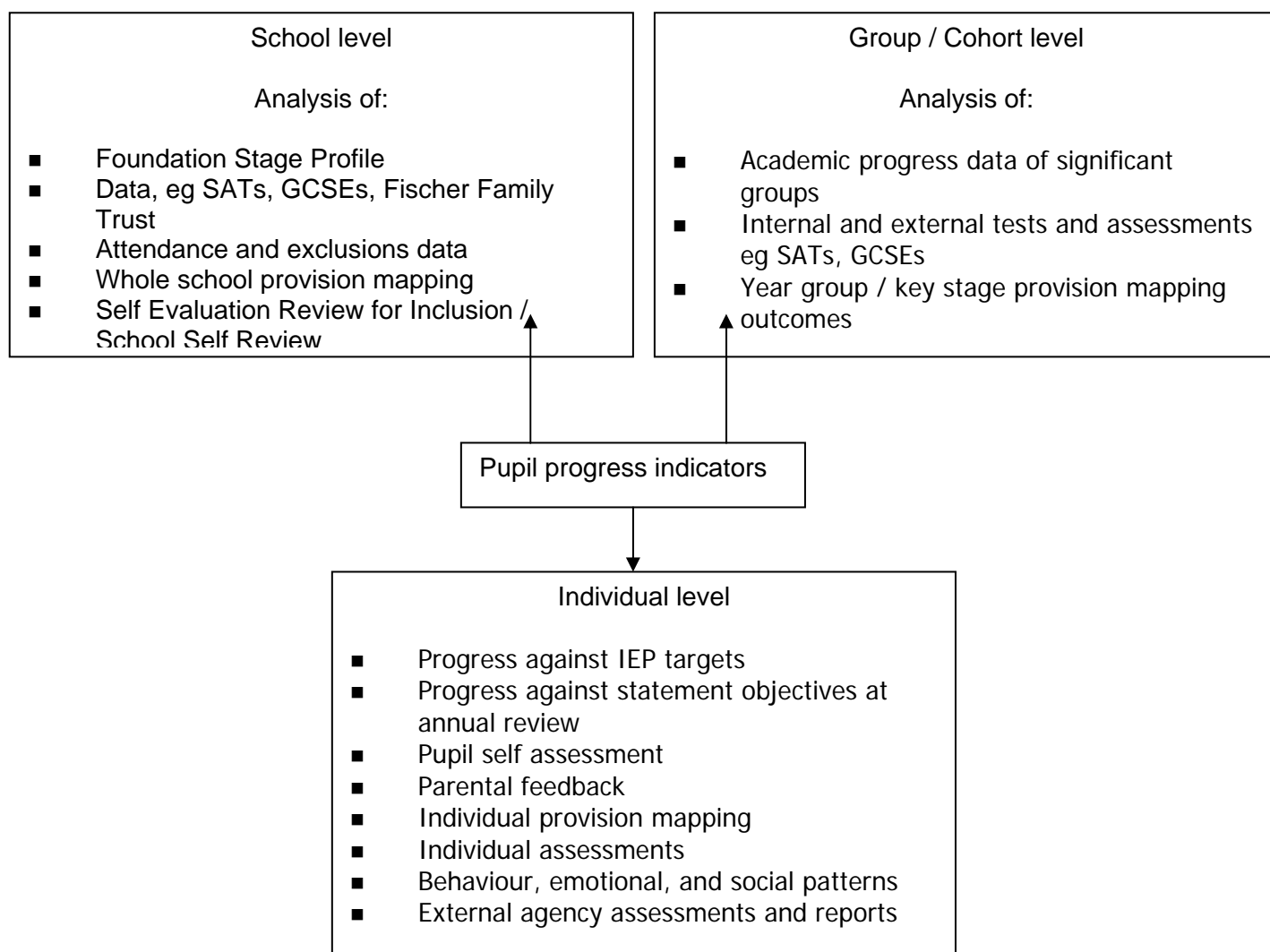
Master - Inclusion and SEN Provision Map

Name of School:			Date:		
Year group	Provision / Resource	Staff / pupil ratio	Staff involved	Time costs	Cost £

Monitoring pupil outcomes

One way to monitor the outcomes for pupils with additional and special educational needs is through a range of pupil progress indicators. These indicators will enable schools to:

- Have an overview of the performance of pupils
- Identify trends, dips and peaks
- Compare their results with others nationally and locally



For pupils who receive provision that is 'additional to and different from' at Early Years Action Plus School Action Plus progress will normally be monitored through IEPs. The progress of pupils with a Statement of Special Educational Need is monitored through the Annual Review.

Passports to Learning

'Passports' are gaining popularity in some schools as they provide an alternative to IEPs at School Action. They are A4 laminated pupil information sheets with a photograph for easy identification by subject / supply teachers. Information regarding the nature and severity of the learning differences is colour coded in boxes - the severity of need is indicated by the width of the border on the box.