Caution before using this:

This guide has been written for a school where I know their context and their cohort. It is a secondary school with limited availability of TA support and a negative budget. They have very few pupils with EHCPs but have an overly heavy load of students who are on SEN support. Their classroom teachers are still not on board with the Code of Practice (2014!) and expect any child who does not fit their ‘norm’ to be on the SEN register and either have TA support assigned or be withdrawn from their lessons.

The school has a lot of pupils who come in with low reading ages and who are working below expectations. A reminder that this is not always a sign of SEN and can be due to poor experiences in the primary phase or they are just generally ‘weaker’ pupils. (The normal distribution curve means we can’t all be “normal”)

On their version I have the examples of provisions and inteventions at each level – but felt this was not suitable to share as again it will be context driven and can be misinterpreted. (E.g They deliver Lexia to students with a cognition and learning need at the ‘include on register’ phase whereas in other schools it is provided at the Classteacher/monitor stage.

You will recognise my Class Teacher/Monitor as what should be Universal provision. I think it is the use of this language that has made many class teachers (not all) push away their responsibility). By putting it back as Class Teacher/Monitor the onus is back on them to provide the universal provision.

Please adjust as appropriate for your own schools.

This framework can work equally well in primary schools.

I am in the process of writing out something similar for the specific inclusion of SpLD, MLD, ADHD etc (identification and meeting needs) and will post when completed.

Criteria for Inclusion on the SEN register

* The **vast majority** of children can have their needs met through the reasonable adjustments made by their teachers in accordance with the Equalities Act 2010.
* Their needs may only be temporary (e.g missed a lesson and need to catch up or need to repeat learning on a unit because they didn’t get it first time around.)
* Only **some** children need to be included on the SEN register for each area of need. The rest should be monitored by class teachers. (The national average is around 13% in mainstream schools)
* A **handful** of children (the national average is about 1.4% in mainstream schools) will need specialist support and provision from external individuals and **may** require their needs documented in a legal document called an EHCP. If something is stated in section F of an EHCP then it MUST be delivered.
* So, there are three stages of SEN (not two)
  + CLASSROOM Teachers/MONITOR
    - Most of the class. Those whose needs can be met by adjusting your teaching. This is a statutory requirement from the teaching standards (2012) and also in the Code of Practice (2015)
  + SEN SUPPORT
    - The ones who need flagging to the SENCO, perhaps for a specialist assessment or for them to provide advice on further adjustments that can be made in your lessons to best suit the child. Not all students who are flagged to the SENCO will end up on the SEN register. Be prepared to prvide information on how you have already tried to address the special educational needs of the child when you make your referral.
    - ALL students who appear on the SEN register will have to receive something ‘additional to and/or different from’ their peers in the class. This might mean you, as the teacher, delivering a completely differentiated curriculum for that child or providing opportunities for overlearning and pre-teaching. Sometimes, the SEN department will suggest short term interventions designed to enhance a skill before the child returns to your class and you can follow up the intervention skills learned.
  + EHCP – Education Health Care Plan
    - A handful of students who need something above and beyond what is offered at the SEN Support level. EHCPs are very difficult to obtain and require a lot of evidence. They are best supported when teachers can provide the SENCo with the information around strategies used in their classroom which do and do not work for the individual child.
    - Once an EHCP is allocated there is a statutory section (Section F) that all staff must abide by. Even if you dislike presenting information in comic sans size 14pt, if the EHCP says that is what must be used, then you must use it! Equally so, if it says the child must have a break every 10 minutes to run up and down the corridor, then no matter how much it disrupts the flow of your lesson you are **legally** **obliged** to make it happen – and adjust your teaching to fit (and not disadvantage the child on their return.)

**The best teaching for student’s needs (which means many will have their needs met without the need to go on the SEN register, includes:**

Cognition and Learning (general)

**Class Teachers/Monitor**

* Differentiated curriculum
* Environment and resource modification (e.g coloured overlays or paper, different font sizes)
* Classroom groupings
* Small focussed group work – which may use an additional adult for some of the time
* Special arrangements for testing and assessments
* Pre-teaching of vocabulary
* Opportunities for over learning and the use of technology
* Scaffolded work
* Break down tasks and provide checklists
* Adapt text for readability up to 2 years below chronological age
* Students can independently access a suitable lesson although might ‘struggle’ for up to 25% of the lesson unless support is provided. (E.g does well in discussion and group work but is unable to produce written work.)

Where these are all in place, monitored over time (at least 6 weeks of sustained focus), and the child still does not make progress then they may need flagging to your SENCO for inclusion on the SEN register. Please complete the SEN referral form and clearly indicate which strategies have been tried and worked/not worked.

Children should be **Included on the SEN register** if:

* Their curriculum is increasingly individualised/specifically differentiated
* Tasks have to be broken down and cannot be given more than 2 steps at a time (age appropriate)
* Despite pre-teaching, post-learning, focussed intervention they cannot retain the information of a **basic** concept.
* They have a standardised score below 84 in assessments. This might be a spikey profile with, for example, reading and spelling being below 84 but maths and verbal skills are above 84 (Age and local context appropriate)
* Individual, personalised support is required to achieve even suitably scaffolded or differentiated tasks.
* Can independently access some of the lesson but struggle with 25-75% (e.g can access the discussion and follow the teaching but unable to participate in group work, reading tasks or written output).

Children who **might** be eligible for an EHCP include those who:

* Have standardised scores below 70, probably in most areas.
* Require 1:1 support and assistance to achieve the basic concepts.
* Are unable to retain knowledge between lessons despite 1:1 support and appropriate intervention where they have independently grasped the information before leaving the previous lesson.
* Cannot independently access more than 75% of the lesson.

Communication and Interaction (general)

**Class Teachers/Monitor**

* Differentiated curriculum
* Environment and resource modification (e.g coloured overlays or paper, different font sizes)
* Classroom groupings
* Small focussed group work – which may use an additional adult for some of the time
* Special arrangements for testing and assessments
* Pre-teaching of vocabulary
* Opportunities for over learning and the use of technology
* Scaffolded work
* Break down tasks and provide checklists
* Adult mediation needed to explain instructions or modify language up to 25% of the time.
* Time out breaks may be used (e.g on a bad day they may have lots of time out, but on others none, or they use just once or twice a day for short predictable periods)

Where these are all in place, monitored over time (at least 6 weeks of sustained focus), and the child still does not make progress then they may need flagging to your SENCO for inclusion on the SEN register. Please complete the SEN referral form and clearly indicate which strategies have been tried and worked/not worked.

Children should be **Included on the SEN register** if:

* Their curriculum is increasingly individualised/specifically differentiated
* Tasks have to be broken down and cannot be given more than 2 steps at a time (age appropriate)
* Use of visual prompts and strategies are rquired throughout the school day
* Use of adults to modify language and ensure understanding of instructions is required for between 25-75% of the content
* Time out breaks and sensory breaks (supervised) are required daily for sustained periods or with increasing regularity.
* Assistive or augmented communication is needed
* Support may be required during unstructured periods to facilitate social communication
* Explicit teaching of social norms (eg not picking your nose and eating it!)
* Preparation for changes is needed to avoid meltdown

Children who **might** be eligible for an EHCP include those who:

* Require a highly modified learning environment
* A high level of support (adult mediation for more than 75% of the time)
* A highly structured and individualised timetable
* A high level of care and supervision
* Support with using alternative and augmented communication

Social, Emotional and Mental Health (general)

**Class Teachers/Monitor**

* Differentiated curriculum
* Environment modification
* Time out
* Scaffolding and repetition of material
* Consistent behaviour policies and reinforcement of positive behaviours
* Structured routines, clear guidelines
* They may need regular breaks from the classroom activity
* May need an alternative approach to teaching

Children should be **Included on the SEN register** if:

* They are unable to access the classroom activities
* They need a personalised timetable and curriculum with ‘different’ activities
* Social, emotional and mental health issues are impacting on their own learning
* They need alternative timetables, part-time provision, have been excluded/absent for related issues or are unable to cope with unstructured periods.
* They need an adult to provide care and supervision to stop them harming themselves or others.

Children who **might** be eligible for an EHCP include those who:

* Require a highly modified learning environment such as daily 1:1 teaching outside the classroom environment because they are unable to access the classroom
* A high level of support (adult mediation for more than 75% of the time)
* A highly structured and individualised timetable
* A high level of care and supervision to prevent harm to themselves or others

Sensory & Physical Difficulties (general)

**Class Teachers/Monitor**

* Differentiated curriculum
* Environment and resource modification
* Scaffolding and repetition of material
* Structured routines, clear guidelines
* Break down tasks and provide checklists
* Pre-teaching of vocabulary
* Use of modified materials and specialist equipment
* Temporary difficulties such as glue ear and broken limbs
* Children may have an individual health and safety assessment/plan
* Use of ICT equipment

Children should be **Included on the SEN register** if:

* Their curriculum is increasingly individualised/specifically differentiated
* Additional technology is required to access the lesson (eg Radio Aids or CCTV)
* Use of an alternative method of communication is required (eg sign language or sign supported English)
* Have advice given by specialist teachers of the Deaf or Blind
* Have advice from the Occupational Therapy team
* Receive Physiotherapy in school time (by school staff)
* Visual acuity is between 6/19 and 6/36 with a diagnosed eye condition
* Difficulty hearing normal conversation at distances greater than 2 metres or has cochlear implants
* Has a personal/dedicated ICT device

Children who **might** be eligible for an EHCP include those who:

* Have regular input from specialist teachers of the Deaf or Blind
* Have a curriculum that is individually modified
* Require adult mediation to be understood by their peers or those who do not know them
* Visual acuity is between 6/36 and less than 6/120 or is a progressive degenerative eye condition
* Is unable to hear without the use of aids

**Concerns record**

# I am concerned about a student in my class.

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I teach this student for**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **over** \_\_\_\_\_\_\_\_\_\_\_\_ **hours/week**.

**I have observed the following difficulties:**

|  |
| --- |
|  |

**The student demonstrates the following strengths:**

|  |
| --- |
|  |

**They need further assistance with:**

|  |
| --- |
|  |

**I have tried the following to assist them, some worked better than others:**

|  |  |
| --- | --- |
| ***Strategy*** | ***Did it work?*** |
|  |  |

**Member of staff completing this form**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date completed**: \_\_\_\_\_\_\_\_\_\_