

What support should schools provide at SEN Support?

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What is SEN Support?

This is the support provided for any child or young person who has been identified as having SEN.

When a child or young person's needs are identified they are categorised into the following areas:



Communication and Interaction – speech, language and communication and autism



Cognition and Learning – different types of learning difficulties



Social, Emotional, Mental Health – anxiety, attachment, eating disorders



Sensory and Physical – deafness, visual impairment and physical disability

The Graduated Approach

Where a pupil is identified as having SEN, schools should take action to **remove barriers to learning** and put effective **special educational provision** in place. This SEN support should take the form of a **four-part cycle**...(that) supports the pupil in making good progress and securing good outcomes. (SEN Code of Practice, p100)

This cycle is documented in school support plans. These are sometimes called Learning Support Plans (LSPs), Individual Education Plans (IEPs) etc.

Ordinarily Available Provision

Resources, approaches and reasonable adjustments that the Local Authority expects to be made available for children and young people with special educational needs and disabilities across mainstream schools in Enfield

Information for teachers and support staff working in schools

September 2022 to 2025
(to be reviewed in 2024)



The Graduated Approach (APDR)

ASSESS

Use of screening tools, observations and informal/formal assessments to identify strengths and needs which lay the foundation for forward planning. This may involve external agencies. These assessments may form the baseline for measuring progress and outcomes.

REVIEW

With the child/young person, their parents/carers and key members of staff, celebrate any success(es) and plan next steps where outcomes have not been met. Refer to baseline assessments to highlight progress made.

PLAN

With the child/young person, their parents/carers and key members of staff, plan interventions and/or strategies that can be used to address needs identified at the assessment stage. Identify expected outcomes.

DO

Implement interventions and/or strategies as agreed at the planning stage. Regular monitoring and record keeping should be in place.



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TRUE

OR

FALSE





Schools have a duty to make “reasonable adjustments” for a child or young person who has a disability.

TRUVE



SEN Support interventions should be additional to and different from what is usually provided.

TRUVE



Schools have £6000 that they should spend on each pupil on SEN Support.

FALSE



High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

TRUVE



Additional intervention and support for SEND can be used effectively to compensate for a lack of good quality teaching when delivered by suitably SEN trained professionals.

FALSE



Once a pupil receives a diagnosis, they should get an Education, Health and Care Plan.

FALSE



Schools cannot provide additional support for children and young people without additional funding.

FALSE

What is Ordinarily Available Provision?

A resource for staff in schools to use to support them in meeting needs inclusively at whole school and individual level

Outlines resources, approaches and reasonable adjustments that the Local Authority expects to be made available for children and young people with SEND across mainstream schools in Enfield

All approaches are no or very low cost

Can be used as a tool to facilitate discussions among professionals and/or between parents and schools

Provides a signpost to external agency support and additional resources

A handbook of contacts and services for easy reference

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www.enfield.gov.uk

Some screenshots from the OAP

Physical Disability and Medical Needs

Introduction

It is important that everyone in the school community has an understanding about some of the physical and medical conditions of the CYP in the school so that reasonable adjustments can be made to the physical environment and to teaching and learning. Some CYP with physical disabilities will require additional support and equipment to enable them to access the same opportunities as their peers. Others will need access to staff who have been trained to manage medical conditions; these pupils will have medical health care plans.

- A CYP has a physical disability if they have an impairment that has a substantial and long-term negative effect on their ability to do normal daily activities. This can be a result of a congenital or progressive medical condition, injury or disease. Some CYP with physical disabilities may be very cognitively able so the level and type of support must be tailored to a person-centred needs analysis.
- All schools have an accessibility plan which outlines how CYP can access the curriculum and access the school building. In addition, schools have Equality Objectives that aim to eliminate discrimination, harassment and victimisation; advance equality of opportunity between different groups and foster good relations between different groups.

Whole School Approaches

When planning to meet the needs of CYP who have a physical disability or medical needs, consider the following:

- Adjustable height work surfaces especially in specialist areas e.g. science labs, food tech, music suites.
- Allow flexibility around uniform requirements.
- Where specialist equipment has been provided e.g. hoists it should be stored safely, maintained and be easily accessible for when students require it.
- Ask the child/young person how they would like to be supported and within the guidelines try to accommodate this whilst also striving for independence e.g. a buddy to support them.
- Plan to manage evacuation procedures.
- Plan how to access school trips.
- Special access arrangements onto the school site for parents at drop off and pick up times.
- Help parent/carer with applying to the LA for transport if required.
- Peer awareness of inclusivity and diversity.

Social, Emotional and Mental Health

What we see

(Some of these presentations may overlap within and across sections)



Withdrawn symptoms

- Taken into care at the age of 4 years old due to neglect (basic needs not being met, often not provided with breakfast and other mealtimes).
- May have unidentified learning difficulties.
- Tires easily.
- May find it difficult to form connections with adults as they have not been reliable source of support in the past.
- May have changed schools and finding it difficult to settle and is not motivated to make friends.

At school:

Lara is in year 1 and has difficulties in participating in most school activities and presents as withdrawn. She stays away from her peers and appears unhappy.

At home:

Lara is having difficulties in seeking comfort or support from her foster carer and is engaged in isolated play. Her eating habits have changed recently.

What may help

(Organised under ARC categories)

Attunement - Making sense

- Observing and assessing interactions with peers in class and in the playground.
- Carrying out an initial learning assessment providing a profile of strengths and needs.
- Using assessment tools (e.g. Boxall Profile) or other frameworks for thinking
- to make sense of the CYP presentation and plan next steps?
- Checking whether there are any factors from CYP's early experiences or current care arrangements?

Routines & Rhythms

- Providing a regular morning routine so CYP know what to expect on arrival, e.g. include a repetitive simple task.
- Offering a regular safe space for breaktimes and lunchtimes with activities such as craft, Lego® or play dough.

Attachment - Addressing the need for relational safety:

- Identifying a key person in school who can provide regular check-in and become a safe point of contact and provide reassurance.
- Adults to join CYP with tasks.
- If touch is tolerated, provide hand massages or make physical contact on passing, e.g. butterfly shoulder tap.
- Adults communicating using a calm and kind approach, avoiding frustration.

Regulation

- Providing up-regulation activities that get CYP moving, e.g. playing heads shoulders, knees and toes, dancing to music that gets gradually faster, jumping, drumming etc.
- Providing grounding techniques, e.g. deep breathing, providing something to tangible to carry or manipulate, different scents to smell, notice what they see, hear or feel.

Thrive Framework

- Getting Help: Virtual School for LAC/ School Nurse
- Getting More Help: EP

A closer look at OAP

On your tables, review the OAP section you have been given.

Key questions:

- Did you find the introduction to the area of SEN useful?
- On the strategy table or the whole school approaches, find two or three suggestions that would be useful to support your child (List these on a post it to take home with you).
- If you were to meet with your child's teacher or SENCO, are there any strategies in the OAP you would discuss with them?

Preview of the content of the Parent OAP



We're creating a
bitesize parent version
of the School's OAP
with Our Voice



We hope to launch this
in March 2024



We need your views



Content of Parent OAP

Introduction

Useful Definitions – SEN, Disability, Reasonable Adjustments – any others needed?

How do I raise a concern about my child's learning with the school?

How do schools identify children and young people with SEND?

How do schools support children and young people with SEND?

How do schools include children and young people with SEND?

Any other questions?

Expectations for Educational Settings in Enfield:

The Graduated Approach

Partnership with children and young people and their parents/carers

Staff skills and training

Transition and transfer

Ordinarily Available Provision for different areas of special educational need

What do schools do when CYP need more than Ordinarily Available Provision and SEN Support interventions?

Glossary

Autism Section

When working with children and young people with Autism in school and at home, we may see:

- Differences in emotional wellbeing needs e.g. anxiety, self-harm, withdrawal
- Differences in physical wellbeing needs e.g. fatigue, digestive problems, tightened Achilles tendons caused by toe walking
- Differences in social understanding and interaction e.g. solitary or parallel play, avoiding eye contact
- Differences in social communication e.g. repetitive or echolalic language, difficulty with turn taking in conversations
- Differences in interests, engagement with activities and processing information e.g. intense focus on particular topics, preoccupation with parts of an object or picture
- Differences in sensory processing and integration e.g. over sensitivity, under sensitivity, sensory seeking

Autism section

Examples of Ordinarily Available Provision in school:

- **Allowing use of individual workspaces/workstations.**
- Reducing uncertainty by maintaining use of structure and predictable routines.
- **Understanding the individual triggers that lead to the CYP feeling heightened anxiety in different situations.**
- Communicating with parents/carers regularly. Sharing information about things that might be bothering the CYP and things that might help calm him/her.
- **Providing a social skills programme (e.g. PEERS).**
- Modelling and practising language associated with games (e.g. using playscripts)
- **Teaching social 'rules' and behaviours that are appropriate to different social situations.**
- Not insisting on eye-contact as the CYP may need to focus on their listening and not be able to look at the same time.
- **Reducing expectations of communication when the CYP is stressed or anxious.**
- Using special interests to motivate and engage in school activities.
- **Teaching the CYP to use schedules/lists or other visual aids to help structure their day and know what to expect.**
- Allowing 10 seconds for CYP to process what has been asked of them. Making alternative arrangements for situations which might lead to sensory overload, e.g. eating lunch in a separate, quiet space; listening to assembly from a distance or with a fidget toy.
- **Making reasonable adjustments to the uniform policy such as allowing different shoes or materials that the CYP is able to wear comfortably.**

What should I do if I think my child is not getting the support they need?

- Speak to your child's teachers to discuss your concerns in the first instance. A further discussion with the SENCO may be required.
- The implementation of strategies from Ordinarily Available Provision may be useful and/or SEN Support interventions.
- If you are still concerned, you should communicate your worries to the school through meetings with the school SENCO.
- If concerns persist and you still feel that your child is not getting the support they should be, you can arrange a meeting with the Headteacher.
- If concerns remain unresolved, you should follow the school's complaints procedure which will be available on the school's website.

Any questions or thoughts

