

# SEND in a 'nutshell' at All Saints' C of E Primary School

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This handout is based on the SEND Code of Practice: 0-25 years -

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

## Identifying and teaching pupils with SEN

### Teachers are responsible for every pupil

Class Teachers are responsible for the progress and development of every pupil in their class, including those who get extra support from teaching assistants or specialist staff.

The first step in supporting all pupils, including those with SEN, is high-quality teaching, differentiated for individual pupils.

Some pupils may need additional help to access the curriculum or make expected progress. These pupils may have SEN.

### Not every pupil making slower progress has SEN

Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning.

Assessments on the progress of all pupils help to identify whether a pupil has SEN.

Things to be considered when identifying if a pupil has SEN include

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the pupil's previous rate of progress
- Failing to close the attainment gap between the pupil and their classmates
- Widening the attainment gap

### How you'll work with the SENCO (Special Educational Needs Coordinator)

Your school's SENCO will support the pupil and teachers in delivering SEN provision, but their role is largely strategic.

They're not responsible for teaching pupils with SEN, or for deciding on specific teaching strategies for pupils with SEN, though they'll offer advice on how to do these things.

The Assistant SENCO provides administrative support and, alongside the Intervention Manager, plans the interventions and assessments for children with SEND.

## Supporting pupils with SEN

### Areas of need

The needs of pupils with SEN usually fall into one of the following categories:

- > Communication and interaction
- > Cognition and learning
- > Social, mental and emotional health
- > Sensory and/or physical

### You should be involved with every stage of the 'graduated approach' process

SEN support is implemented and regularly reviewed using the 'graduated approach':

- 1) **Assess:** the class teacher and/or SENCO should clearly analyse a pupil's needs before identifying them as needing SEN support
- 2) **Plan:** the class teacher and/or SENCO should agree the support to be put in place. The support will usually be set out in a school-based SEN support plan
- 3) **Do:** the class teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching
- 4) **Review:** the class teacher and/or SENCO should review the effectiveness of the support regularly and agree any changes where needed

Parents are involved in this process and meet to review their child's progress at least 3 times per year.

### SEN support is split into three categories:

Pupils with additional needs

Pupils with High Needs

Pupils with an Education, Health Care Plan

All pupils identified as having a Special Educational Need will have a learning support plan/One plan. Children with additional needs will have their learning support plan reviewed and agreed by parents and class teachers. All other plans will be reviewed and agreed by parents and the SENCo.

### EHC plans

Most pupils with SEN or disabilities will have their needs met through SEN support. Pupils with more complex needs may need additional provision, which is set out in an education, health and care (EHC) plan.