

Providing special educational provision in schools
SEND Code of Practice 2014 Action Plan: A graduated response
Reference
Draft Special Educational Needs and Disability Code of Practice April 2014
<http://preview.tinyurl.com/qfuyoao>

To respond to pupils who have or may have SEN	Action required?
Review the quality of the differentiated teaching being provided to the pupil, and if necessary, improve teachers' understanding and implementation of strategies to identify and support vulnerable pupils.	<i>Whole school monitoring system? Agreement of what quality differentiated teaching looks like. Record sheet of what has been tried? Strategies available on the school intranet?</i>
Class/subject teacher to collate and scrutinise data (attendance, achievement, progress, in-school reports, parental concerns etc.) using national comparisons, formative assessment and other assessment tools the school may use.	<i>Data collecting processes for pupils with SEN? Tracking and use of assessment tools? Staff familiarity with tools such as Progression Materials and Transition Matrices</i>
If pupil has additional needs e.g. is looked after, has medical needs, has emotional, social and mental health needs, etc., teacher to liaise with those with responsibility for ensuring success e.g. Designated teacher, Pastoral Head etc.	<i>Responsibilities shared between staff. Clear identification of what these roles include and the support they offer to staff, pupils, families and links to external agencies?</i>
For higher levels of need, the class/subject teacher should liaise with the SENCo and a request to external agencies to provide advice and assessments should be considered.	<i>Form prepared for this? Criteria for requesting advice from external agencies? Identification of external agencies on a provision map?</i>
If there are housing, family or other domestic needs, the SENCo might consider that a multi-agency approach might be required to respond to the pupil's needs.	<i>Identification of problems and advice offered to parents of locating guidance? Contacts identified?</i>
The teacher, with support from SENCo, if judged necessary, should undertake an early discussion with parents and pupils to add information to the initial assessment on areas of strengths, difficulties and concerns.	<i>Report format? Criteria to decide if SENCos attendance is needed?</i>
The school's core offer should be used to agree with parents and pupil, the best way to achieve outcomes sought for the pupil and to identify the steps needed to achieve these.	<i>Provision Map or similar?</i>

At this point, a decision needs to be made whether outcomes can be achieved by adapting the school's core offer or whether different to and additional from action is required.	<i>School core offer at Wave 1 and 2 or at Wave 3 provision?</i>
A record should be taken of the meeting that includes the actions to be taken by the parent, the pupil and the teacher in order to reach the expected outcome. A clear date for review should be agreed.	<i>Record format?</i>
The pupil's record on the school information system should be amended to identify the record of the meeting and a copy of the record should be provided to the parents.	<i>SIMS? System for publishing and issuing report to parents.</i>
If it is decided the child has SEN i.e. requires special educational provision to be made for them, this decision should be recorded in the school records and parents formally informed.	<i>Formal letter?</i>
The teacher working with the SENCo, should identify the action required to remove barriers to learning and put effective special educational provision in place.	<i>Checklists for the four areas? Sharing of information on evidence based interventions?</i>
The provision offered should reflect a graduated approach and be delivered via a four part cycle:	
1) Assess. The teacher working with the SENCo should carry out an analysis of the pupil's needs. This assessment should be reviewed regularly and should be shared and discussed with parents.	<i>Identification of roles. CPD for staff in assessment? Report format to be shared with parents?</i>
2) Plan. The teacher and the SENCo should agree in consultation with the parents and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour along with a clear date for review.	<i>Report format needs to include spaces to record these items.</i>
The record should include any additional action needed to support transitions or preparation for adult life.	<i>Report format needs to include spaces to record these items.</i>
The support selected to meet the outcomes should be based on evidence of effectiveness. Staff who deliver the support should be knowledgeable and skilful	<i>CPD for TAs?</i>
Parents must be informed of support provided, and where possible, should be involved to reinforce or contribute to progress at home.	<i>Suggestions for this to increase involvement but to also consider the impact on pupil and family e.g. fatigue.</i>

<p>3) Do. The teacher is responsible for the daily work with the pupil to attain outcomes. If support is provided away from the classroom, teachers still retain responsibility for progress and should work closely with those delivering the support to plan and assess impact and to link the work to classroom teaching.</p>	<p><i>Discussions on how this will be delivered and monitored within school</i> <i>Addition to curriculum planning format?</i></p>
<p>The SENCo should support the teacher in further assessment of the pupil's strengths and weaknesses, in problem solving and advising on the effective implementation of support.</p>	<p><i>Identification of suitable assessment tools in the four areas?</i></p>
<p>4) Review. The impact of the support should be reviewed and the class teacher working with the SENCo, and in consultation with the parent and pupil, should revise the support in light of the progress achieved.</p>	<p><i>Identification of tools to review impact and record this in an accessible way for parents?</i></p>
<p>If a pupil continues to make less than expected progress despite evidence based support and interventions matched to their areas of need, the school should discuss with parents the need to involve outside specialists.</p>	<p><i>Criteria and process to involve external specialists identified?</i></p>
<p>The SENCo, teacher, specialists and parents should consider evidence-led teaching approaches, equipment, strategies and interventions that may be utilised to support pupil progress.</p>	<p><i>Form to now include input from external specialists, pupils and parents, record their input and the agreed outcomes plus the review date?</i></p>
<p>The provision should aim to deliver the outcomes agreed and a termly review date set where the teacher, supported by the SENCo, can discuss progress achieved with the parents. The views of the pupil should be included in these discussions.</p>	<p><i>Consideration on the actions needed to promote the active participation of parents and of pupils?</i></p>
<p>A record of the outcomes, action and provision agreed in the discussion should be shared with appropriate school staff and a copy given to the parents. The school information management system should be updated as appropriate.</p>	<p><i>Processes to share information effectively?</i></p>
<p>Where despite relevant and purposeful action to identify, assess and meet the SEN of the pupil, they have not made expected progress, then the school and/or parents should consider requesting an Education, Health and Care assessment.</p>	<p><i>Process to refer to LA for EHC needs assessment?</i></p>