

# Recognising and Responding to SEND

## A Joint Service Approach

**Introductory guidance for schools, early years providers, Further Education (FE), trainers, employers, health visitors, GPs, children and young people's Health service providers, local authority SEND services, social care, the voluntary sector, parents and carers**

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## Introduction. SEND ‘Everybody’s Business’

There is a clear message in the Special Educational Needs and Disability (SEND) Code of Practice (2015) and the Equality Act (2010) that **SEND is everybody’s business**. All those working with or supporting children and young people are expected to ensure that they have effective systems in place to recognise and respond to SEND and improve outcomes for this group.

The expectation outlined in this document are relevant for all children and young people with SEND whether they have an Education Health and Care Plan (EHP) or not.

We are co-producing this guidance with stakeholders over time. It provides a framework for schools, early years providers, Further Education (FE), trainers, employers, health visitors, GPs, children and young people’s Health service providers, local authority SEND services, social care, the voluntary sector, parents and carers. By December 2019, there will be a section for each of the broad categories of SEND.

This guidance is kept up to date on the Cambridgeshire’s Local Offer webpages. The current version can be viewed at:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/send-strategies-and-policies/>

In developing this guidance, we found that many providers and services across Cambridgeshire are establishing high quality practice in delivering SEND Support. As this guidance grows, we want to include examples. An SEND Support Steering group has been set up to coordinate this work. If you would like to share comments or be involved in the continued development of the guidance, please contact:

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## The broad categories of SEND

Children and young people with additional and Special Educational Needs and Disability (SEND) are all individuals with their own set of strengths and difficulties. They do not fit into boxes. It can be useful, nevertheless, in terms of identifying the type of support that will best meet their needs to talk about four broad categories of need. Below are the four broad categories of needs referred to in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015):

<b>Communication and Interaction</b>	Including: Speech Language and Communication; Autistic Spectrum
<b>Cognition and Learning</b>	Including : Moderate Learning Difficulties; Severe Learning Difficulties; Profound and Multiple Difficulties; Specific Learning Difficulties such as dyslexia; dyscalculia; developmental co-ordination disorder
<b>Social Emotional and Mental Health</b>	Including: Withdrawal and isolation; Challenging disruptive or disturbing behaviour; Mental health needs such as anxiety, depression, self-harming, eating disorders; Attention Deficit Disorder (ADD); Attention Deficit Hyperactivity Disorder (ADHD); Attachment disorder
<b>Sensory</b>	Including: Vision impairment Hearing impairment

It is important to note that children or young people may have needs in more than one area and that their needs may change over time. In the 'Expectations' materials we call this the child or young person's Individual Profile

## Early identification of SEND

Schools and colleges are required to track the progress of all children and young people's learning, development and well-being. While some children's needs will have been at birth or during Early Years this is not always the case. New or additional needs may emerge at any age. Careful tracking will show if the child is developing and learning in line with their peers. This enables schools and colleges to set realistic but challenging goals against national expectations. Some important stages that schools and colleges will measure against are:

- Early Years Foundation Stage Profile
- Phonics Screening Check (Year 1)
- Key Stage 1 Assessments (Year 2)
- Key Stage 2 SATS (Year 6)
- GCSE and other accredited qualifications at Key Stage 4 and Key Stage 5

Between these stages, schools and colleges will systematically monitor:

- What the child or young person tells them.
- What parents/ carers tell them. (Parent/carers or young adults may wish to include information from their GP or other Health Services or Social Care services where relevant.)
- Whole school tracking of attainment in subjects.
- Development of life skills such as participation, self-esteem; independence
- Attendance data
- Fixed term exclusions

## Working together: The provision that can be expected for children and young people with SEND

	<b>School or setting</b>	<b>Local authority</b>	<b>Health</b>
	<i>Early Years Settings</i> <i>Mainstream Schools and Academies</i> <i>Special Schools</i> <i>Hospital Schools</i> <i>Independent School</i> <i>Further Education</i> <i>Training &amp; Apprenticeship</i>	<i>SEND Services 0-25 years</i> <i>Children's Centres</i> <i>Early Help Services</i> <i>Looked After Children Team</i> <i>Statutory Assessment Team (SAT)</i> <i>Disability Social Care</i>	<i>Speech and Language Therapists</i> <i>School nursing</i> <i>Occupational Therapists</i> <i>Paediatric Service</i> <i>Child and Adolescent Mental Health Service (CAMHS)</i>
<b>Universal</b>  All children and young people	<ul style="list-style-type: none"> <li>• An ethos of inclusion with all reasonable adaptations in place to meet individual needs in line with the Equality Act (2010.)</li> <li>• High quality teaching.</li> <li>• Early identification and response to needs.</li> <li>• A published School's SEND Information Report</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and signposting</li> <li>• Training opportunities for early years settings, schools, colleges and Further Education from specialist services</li> <li>• Advice and signposting on Leadership of SEND in schools and settings.</li> <li>• A published Local Offer that provides information on provision across education, Health and social care.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and signposting to parents and young people from Health practitioners in contact with the family such as school nurses and GPs</li> <li>• Drop – in advice at some local centres</li> <li>• Up-to-date information on Health provision on the Local Offer</li> </ul>
<b>SEN Support</b>  Children and young people with special educational needs (SEN) but not an Education, Health and Care plan.	<b>As above and also:</b> <ul style="list-style-type: none"> <li>• Family-centred cycles of 'Assess, Plan, Do, and Review'.</li> <li>• Delivery of Interventions with pre- and post- measurements of impact to address specific needs.</li> <li>• Liaison with other agencies where relevant.</li> </ul>	<b>As above and also:</b> <ul style="list-style-type: none"> <li>• Support and advice on evidence-informed practice and interventions.</li> <li>• Joined-up input to the school's cycle of 'Assess, Plan, Do, Review' where thresholds are met</li> <li>• Liaison with other agencies where relevant</li> </ul>	<b>As above and also:</b> <ul style="list-style-type: none"> <li>• Training opportunities in for schools colleges and parents</li> <li>• Personalised interventions to meet the needs of children and young people and their families who meet thresholds for involvement</li> <li>• Liaison with other agencies where relevant</li> </ul>
<b>Education Health and Care (EHC) plans</b>  Children and young people with statutory provision - specified in a EHC plan	<b>As above and also:</b> <ul style="list-style-type: none"> <li>• Joined up working with the child/ young person, family and all professional partners to ensure delivery and monitoring of the EHC plan</li> </ul>	<b>As above and also:</b> <ul style="list-style-type: none"> <li>• Joined up working with the child/young person, family and all professional partners to ensure delivery and monitoring of the EHC plan</li> </ul>	<b>As above and also:</b> <ul style="list-style-type: none"> <li>• Joined up working with the child/young person, family and all professional partners to ensure delivery and monitoring of the EHC plan.</li> </ul>

