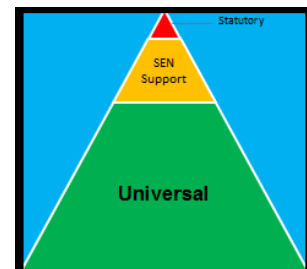


Bournemouth, Christchurch & Poole SEND Guidance 0-25 Years

A supporting document for practitioners working with children and young people with SEND (0-25 years) in Settings / Schools / Colleges and Post 16 Provision



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INTRODUCTION

Please read this SEND Guidance 0-25 Years in conjunction with the relevant age **BCP SEND Graduated Response & Toolkit**.

The Children and Families Act 2014 offers simpler, improved and more consistent help for children and young people with SEND. It extends rights and protections by introducing streamlined, integrated that Education, Health and Care Plans (EHCP), extends potential provision from birth to 25 years of age and strengthens the principles of co-production.



The BCP SEND Guidance 0-25 Years has been developed through integrated working across education, health and care partnerships and with parent/carer and children and young people groups.

It places emphasis on collaborative, person-centred approaches and working through a system of early support in education, health and care provision, through to more specialist interventions – to ensure that pupils with SEND can have access to the right support at the right time and fulfil their aspirations.

The guidance is also a procedural tool which directs the practitioner through SEND processes and practice.

We trust that the toolkit will instil confidence across the whole system to implement a robust support offer for children and young people with SEND in the borough.

In all our educational provision, and all LA services and partners, there will be a culture of high expectations and a proactive drive to narrow the gaps in outcomes, attainment and progress between children and young people with and without SEND.

Our aim is to ensure that children and young people with SEND and those with disabilities are well prepared for skilled employment and independent or supported adult living.

It is fundamental that all partners from Health, Education, Social Care and the Voluntary Sector work collaboratively with and in the best interest of children, young people and their families.

INTRODUCTION

This guidance document has been developed in partnership with professionals from Health and Social-Care, BCP Schools and Post16 Settings, parents, carers and young people across the local BCP SEND landscape.

It has primarily been written to inform schools, settings and colleagues in SEND services to help them identify, assess and put in place provision for children and young people with Special Educational Needs and/or Disability (SEND). It outlines the levels of support they are expected to offer and how to arrange and monitor any support given. It also sets out the expectations of how they must work closely with parent carers, children and young people and place them at the centre of all SEND planning and support.

Whilst this guidance is written for education settings and professionals to help them to identify a child or young person's special educational needs, it has been produced in a way that the information is also accessible and beneficial to families of children and young people with SEND.

It is intended to help all education providers, schools and professionals to have the same approach wherever they are in BCP. It also aims to offer assurance to parents and carers that their child will be given as much support as another child with a similar need in a school or setting elsewhere.

Many parents find it helpful to understand what local authorities, schools and education services are basing decisions on. Guidance documents such as this, can sometimes be reassuring and also help families to ask informed questions about a child/young person's support and progress.



Using the Guidance

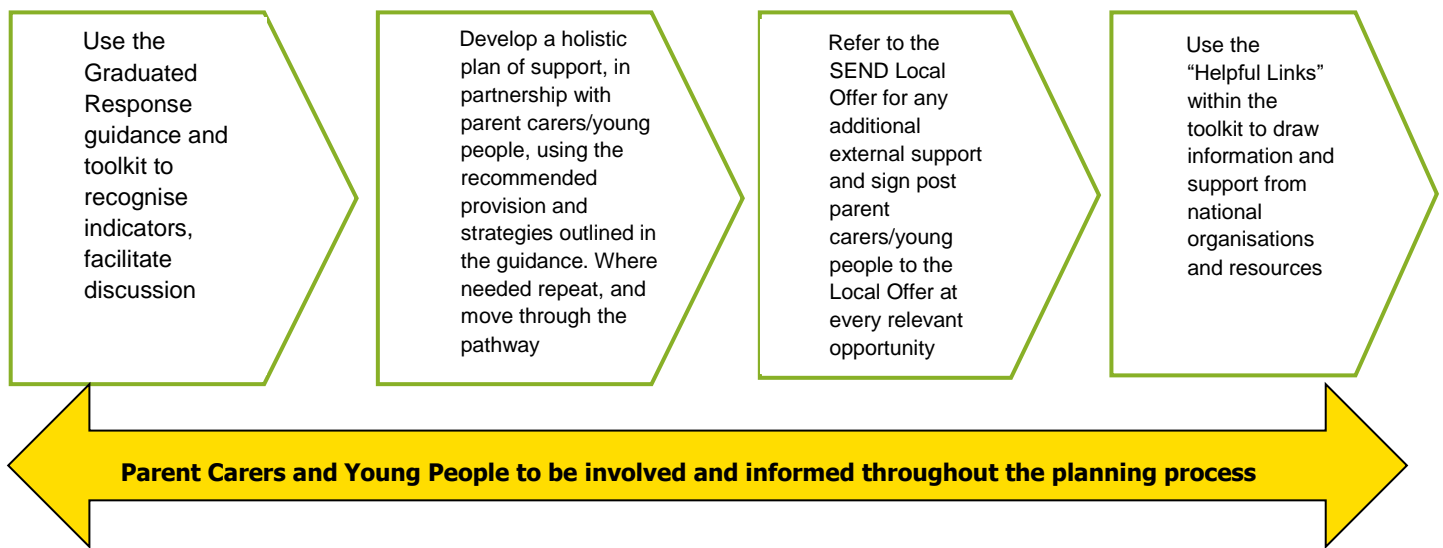
This BCP SEND Guidance 0-25 Years has been developed to aid the identification and delivery of support to children and young people in line with the Special Educational Needs and Disability Code of Practice (Jan2015).

Along with the **BCP SEND Graduated Response & Toolkit** it is a core resource and an essential working document for those planning and implementing support for children and young people with SEND. Evidence of implementation will be required when requests for higher level support are submitted.

Specifically, it:

- ❖ sets out in clear terms a description of the special educational provision that should be provided from a school or setting's own resources – including support that can be drawn from health and social care
- ❖ supports SEND professionals and providers to consistently identify children and young people with SEN and assess their needs
- ❖ gives guidance on providing for children and young people with SEN across the whole education, health and care landscape, including planning and adaptations to
- ❖ teaching and the learning environment, access to specialist advice and ancillary aids and assistive technology
- ❖ sets out expectations in relation to assessing and reviewing progress towards outcomes and how parents, children and young people are involved in this
- ❖ gives advice on enabling children and young people with SEN to access opportunities beyond the immediate learning environment and provides clear guidance on the multi-agency graduated response





Statutory Guidance, Key Documents and legal responsibilities

The guidance document takes account of education provider’s and local authority’s duties and responsibilities under the following:

- The Children and Families Act 2014
- The SEND regulations 2014
- The SEND Code of Practice (January 2015)
- The Equality Act 2010
- Council for Disabled Children: Disabled Children and the Equality Act – guide for early years providers (2015)

Further information and details of the above are discussed throughout the document or can be sourced via the links below.



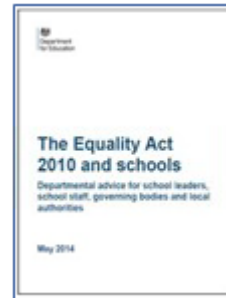
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/SEND_Code_of_Practice_0_to_25_years.pdf



<http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>



<http://www.legislation.gov.uk/uksi/2014/1530/p>



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf



<https://councilfordisabledchildren.org.uk/help-resources/resources/disabled-children-and-equality-act-2010-early-years>

Local Offer

This guidance should also be used in conjunction with the BCP local offer information which can be found on the local offer

<https://bournemouth.gov.uk/ChildrenEducation/LocalOffer/LocalOffer.aspx>
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page?localofferagebands=1&localofferchannel=0>

Working Together

In BCP, we are committed to working closely with our children, young people, parent carers and partners in education, health and social care and to ensuring that help and support is accessed at the earliest opportunity and as smoothly as possible. This means taking a collaborative approach, making sure access to and information on services is readily available to families and those supporting them.

Every child or young person with SEND should be viewed as an individual with a focus on strengths as well as recognising needs. Provision should be put in place to ensure progress is made and positive outcomes are achieved across all areas of life.

We are also working towards embedding a “tell us once” approach - ensuring that, with consent, information is shared closely between services meaning families are spared the burden of having to provide the same information multiple times.

Throughout the SEND Code of Practice (Jan 2015) there is an emphasis on collaboration between practitioners and children and young people and their families. There is an expectation that everyone should adopt a person-centred approach (section 9.23) and that there should be ‘high quality engagement with child and parents’ (section 9.7).



The BCP Graduated Response

The Graduated Pathway is built on the foundations of *drawing in holistic support across education, health and social care services and bringing them together to form one central plan that is co-ordinated by a designated key worker or lead professional*. In an education setting this would typically be the SENCO.

For the child or young person, it means that those working with them will provide help at the earliest possible stage and that all areas of their lives will be looked at to consider everything that might be causing them difficulty.

For Parent/Carers it means that you will be fully involved in your child or young person's support planning and will work closely with all agencies to identify and consider all aspects of their life that could be impacting on their development, wellbeing and progress.

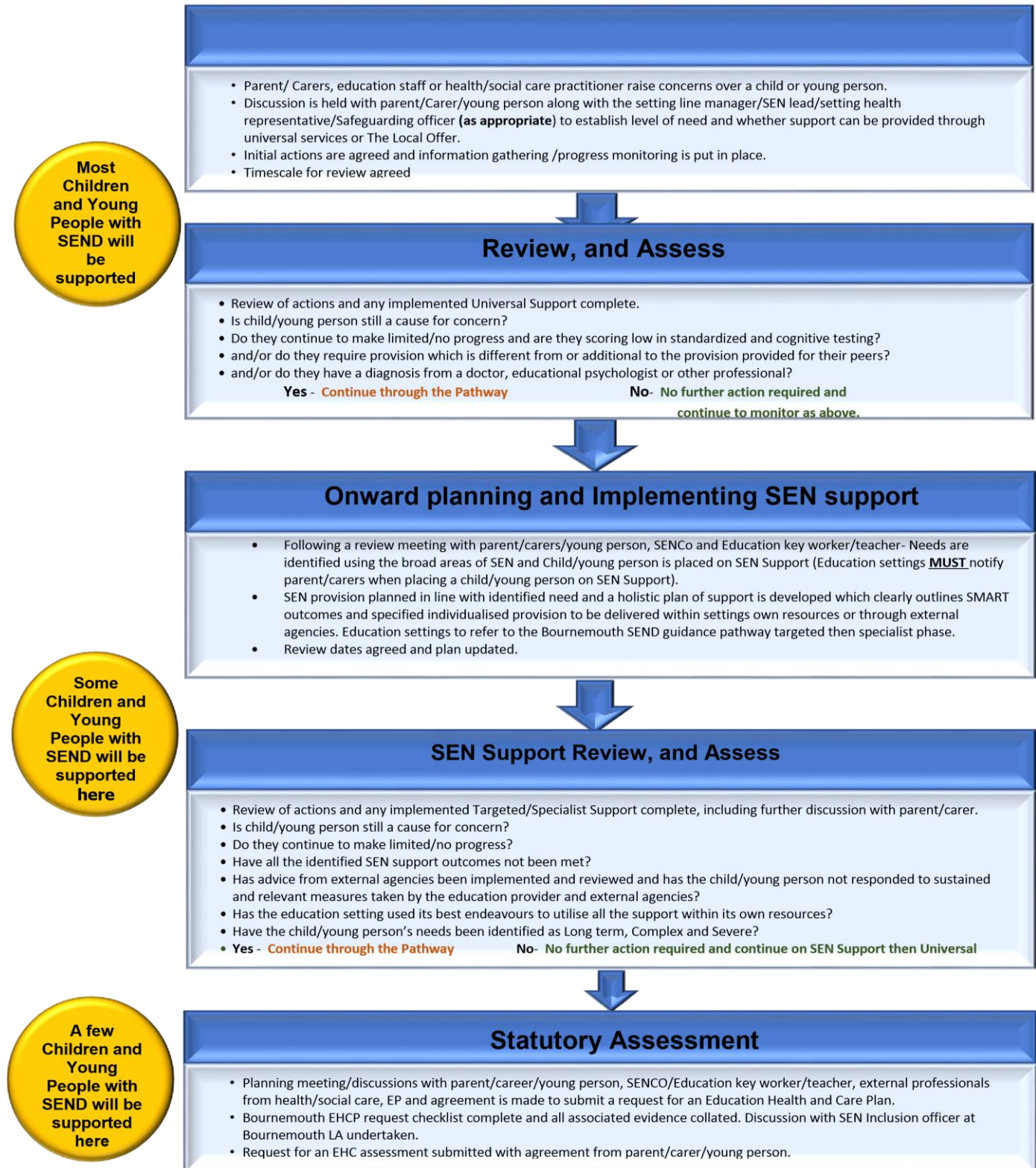
As a professional, adopting such an approach means that you are able to develop a co-ordinated response resulting in less duplication and unnecessary effort. It can also be an effective preventative approach to minimise children and young people needing more intensive and specialist support further down the line.

For everyone it offers a clear plan of who is doing what and how support will be drawn in to ensure the best possible outcomes.



A plan incorporating the graduated response can be developed for any child or young person in the BCP local area who is presenting as having special education needs and who may need a co-ordinated approach. It is not just for those who need the highest level of support or have the greatest needs.

Graduated Flowchart – For Children, Young People and Families with SEND



Early Help

“To enable children and families to access appropriate support as early as possible, so that they can maintain their quality of life, prevent any problems getting worse, and feel stronger, happier and more confident.”

Early Help is intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person’s life therefore Early Help in Bournemouth is for individuals and families that include individuals from pre-birth to age 19 and up to 25 if the individual young adult has identified Special Educational Needs and/or Disabilities.

Early Help means both early in life; by offering support to very young children, and early after the emergence of a need. It includes both universal interventions and targeted interventions to prevent needs from escalating.

Early Help allows for support to be put in place at the right time to meet families’ needs prior to issues reaching crisis point or becoming entrenched. It draws upon families’ own skills and promotes selfreliance.



Early Help recognises the crucial role that all family members, not just mothers and fathers, but step parents, grandparents, siblings, other extended family members and carers, and the wider community play in building resilience and influencing what children experience and achieve as well as the consequences when families are in difficulty. It utilises approaches that promote and strengthen community, children and family assets; building on the strengths of individuals and communities to develop new ways of thinking about and responding to difficulties to promote a stronger sense of wellbeing and a better quality of life.

Early Help is never 'someone else's problem' and there is no such thing as 'no further action'

Early Help: The key role of universal services

Early Help in Bournemouth puts the responsibility on everyone who engages with children, young people and their families to identify emerging problems and potential unmet needs. Often, due to their positive relationships with and knowledge of children, young people and families, it is those providing Universal Services such as: General Practitioners, Health Visitors, Schools, Early Years Providers, Youth Services, Schools, School Nurses and Children’s Centres, that are best placed to assess and identify children, young people and families who may be vulnerable and therefore at greatest risk of poor outcomes. Universal services are also the place in which children, young people and families are often most comfortable and confident to ask for help and support. Universal providers also play a crucial role supporting individuals and

families to build resilience and self-awareness, so that they are able to recognise and respond to their own emerging needs at the very earliest opportunity.

At any level of Early Help support Children and Young People with Special Educational Needs and Disabilities can be identified and brought to the attention of the Local Authority. It is most likely those who fall within the higher-level categories are most likely to be considered for statutory assessment within the SEN team.

www.earlyhelppartnership.org.uk

<https://www.poole.gov.uk/council-and-democracy/strategies-plans-and-policies/early-help-strategy/>

Person-Centred Approaches

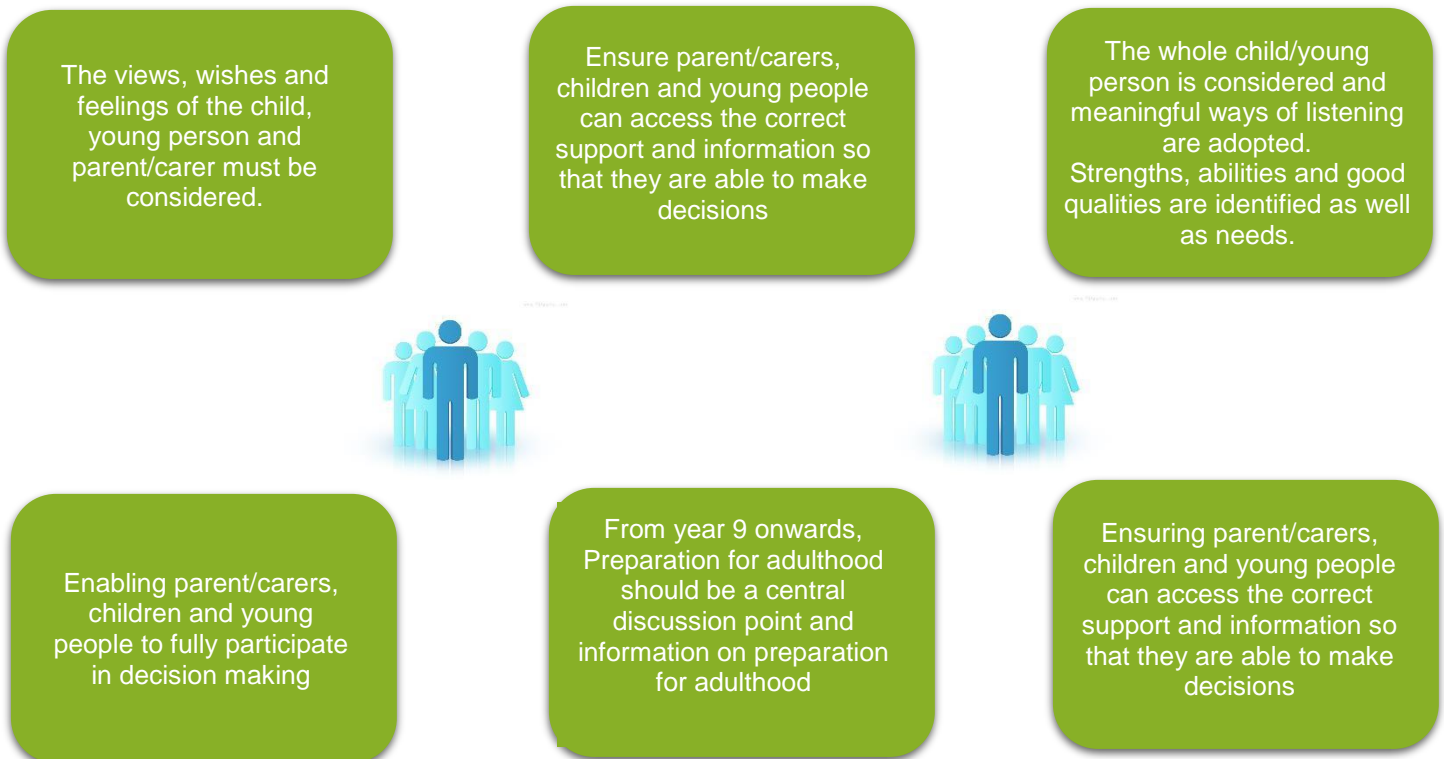
The Special Educational Needs Code of Practice (2015) sets out how parents and young people should be involved in identifying, understanding and taking decisions about their special educational needs (see SEND Code of Practice Section 6.48). Parents like to know how their child/young person's school or setting will make decisions about any extra support and what form that support should take. They are also concerned whether their child/young person will be given as much support as they need, and how they can help.

What are person-centred approaches?

A person-centred approach is one in which the child or young person is at the centre of the decision-making process. It focuses on what's important to them, and enables them and their family to contribute and make their own choices towards their desired outcomes. This is underpinned by the statutory requirements of the Children and Families Act 2014 (part 3) – often referred to as the section 19 principles.

Person-centred planning means teamwork and including the child or young person. However, it does not mean doing everything they might ask. Adults retain their professional judgement and the responsibilities linked to their professional role.

Principles of SEND person-centred approach



Putting person centred approaches into practice

Actively seek the views/wishes of the family and acknowledge their experiences and expertise

Think of alternative and creative ways to gather and record views of children and young people.

Be flexible around meeting times and venues

Engage in open and transparent conversation

Prepare children/young people well for meetings providing as much premeeting information as possible.

Make meetings as welcoming as possible and avoid using jargon.

How educational settings should work with families

Educational settings should enable parents / carers to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon.

At times, parents, teachers and others may have differing expectations of how a child or young person's needs are best met. Sometimes these discussions can be challenging but it is in the child's or young person's best interests for a positive dialogue between parents and teachers and others to be maintained.



The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent.

Most young people will continue to want, or need, their parents and other family members to remain involved in discussions and decisions about their future. Some young people, and possibly some parents, will not have the mental capacity to make certain decisions or express their views. Provision is made in the Children and Families Act 2014 (Section 80) to support this.

In BCP, when higher level support is requested, we will seek evidence that a person-centred approach has been adopted by the education setting. This will include evidence that the education setting has adopted robust Assess, Plan, Do Review approaches. For example documents might typically include one page profiles, SEND Support plans or IEPs.

The Special Educational Needs (SEN) Code of Practice (2015) sets out guidance and expectations in relation to identifying, assessing and providing for children and young people with special educational needs. A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person is considered to have a learning difficulty or disability if he or she:

- † has a significantly greater difficulty in learning than the majority of others of the same age; or
- † has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'. (SEND Code of Practice Jan 2015, para xiv)
- † A child under compulsory school age has special educational needs if he or she is likely to fall within the above definition when they reach compulsory school age, or would do so if they did not receive special educational provision.

Special educational provision goes beyond normal differentiated and personalised teaching and learning approaches, it is individual provision that is additional to or different from that made for other children of the same age. The most effective means of closing the gap is through high quality, carefully differentiated and inclusive teaching.



Identifying Children and Young People with SEN

Many children/young people with complex needs have these identified very early. For other children/young people difficulties may only become evident as they grow and develop, and as they learn and interact in new and different environments. Some children and young people have special educational needs that result from an illness or accident. The approach to identifying a special educational need should be part of a school or setting's overall approach to monitoring the development and progress of all learners.

Responsibilities of Education Providers

All early years and education providers are responsible for doing their best to ensure that special educational needs are met. This means:

- ❖ identifying needs early
- ❖ ensuring that the views of parents, children and young people inform assessment planning and decision making
- ❖ knowing precisely where children and young people with SEN are in their learning and development, and planning for their next small steps
- ❖ having high aspirations and setting stretching targets for learners with SEN
- ❖ putting in place effective, evidence based interventions individually tailored to needs
- ❖ tracking progress towards these goals regularly, and reviewing the appropriateness of provision and ensuring that it impacts on progress.

Teachers/tutors are responsible and accountable for the progress and development for the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- *The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to “adapt teaching to respond to the strengths and needs of all pupils”*
- *The SEN Code of Practice echoes this point, as it states that “teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff”*

Early years staff, teachers, Class and Subject teachers and College tutors should make regular assessments of progress for all children and young people. These should seek to identify children/young people making less than expected progress given their age and individual circumstances. All lessons/activities should be carefully matched to individual needs and abilities to ensure that every child/young person can achieve. Additional intervention and support cannot compensate for a lack of good quality teaching.

The impact of teaching and learning for all Children/Young People should be regularly monitored. Steps should be taken to identify and address needs where progress is less than expected given their age and individual circumstances. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.



SEN Support and the graduated Approach

Where a pupil is identified as having SEN, to enable the pupil to participate, learn and make progress schools should take action to:

- ❖ remove barriers to learning
- ❖ put effective special educational provision in place

SEN support should arise from a four-part cycle, known as the **graduated approach**, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are Assess, Plan, Do and Review.



The Graduated Approach – SEND Code of Practice, Jan 2015

Assess

6.45 In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

6.46 This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

6.48 Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent 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.

6.49 All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

6.50 The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

6.51 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in **6.39** should be readily available to and discussed with the pupil's parents.

Do

6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

6.53 The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Children and young people with identified special educational needs, who previously would've been placed on school action/school action plus should be supported through the graduated approach and SEN support. No child or young person should miss out because the terminology has changed.

6.63 SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the setting, school or provider having taken relevant and purposeful action over a sustained period of time (usually three cycles of Assess, Plan, Do, Review over a six-month period) to identify, assess and meet the child/young persons' special educational needs, he/she has not made expected progress, the school or the child/young person's parents or young person may consider requesting an Education, Health and Care needs assessment. To inform its decision Bournemouth local authority will expect to see evidence of the action taken as part of SEN support.

It is expected that all settings will involve and work in partnership with a range of agencies across Bournemouth, Poole and Dorset to support pupils at **SEN Support**. These may include:

- ❖ BCP Educational Psychology Service
- ❖ Outreach specialist services (such as Winchelsea, Linwood outreach)
- ❖ Speech & Language Therapy Service
- ❖ Occupational Therapy Service
- ❖ Physiotherapy Therapy Service
- ❖ Child Development Centre
- ❖ Child/young person with Disabilities Social Worker/Early Help or Youth worker † Other support services commissioned by settings

The Structure of the Toolkit (To be used alongside the SEND Guidance 0-25 Years document)

All children and young people with SEND will have an identified Primary area of need and many will have additional needs across a range of other areas. Every child is different and it is important that it is the individual child and their range of needs which are looked at when deciding how best to support them.

This guidance has been created to support professionals in identifying and putting support in place across all levels of need. Each of the **4 areas of need**: ‘**Cognition and Learning**’; ‘**Communication and Interaction**’; ‘**Social, Emotional and Mental Health**’, and ‘**Sensory and Physical**’ have been broken down into 3 phases of support. These are: ‘Quality First Teaching’, ‘SEND Support’ and ‘Statutory’ (EHCP) Levels. SEND Support has been divided into Universal Plus and Partnership Plus so that this document can be easily cross-referenced with Health and Social Care.

Quality First Teaching: (Universal)

Quality First Teaching and the use of personalised, differentiated approaches form the universal offer for all children and young people in educational settings. This will include the robust use of the ‘assess-plan-do-review’ cycle, rigorous teacher oversight, and close liaison between the setting and family.

SEND Support: (Universal Plus)

Where quality first teaching approaches have not been sufficient to meet the child/young person’s needs and they now require more focused, targeted support, they will be identified as having SEND. Quality first teaching, including evidenced, robust use of the ‘assess-plan-do-review’ cycle, rigorous teacher oversight, and close liaison between the setting and family will continue.

(Partnership Plus): More specialist advice is sought, and the advice implemented and reviewed. Quality first teaching, including evidenced, robust use of the ‘assess-plan-do-review’ cycle, rigorous teacher oversight, and close liaison between the setting and family will continue.

Statutory: (EHCP)

Only a small percentage of children/young people with SEND will require the support of an Education, Health and Care Plan. When a child/young person’s needs are complex, severe and long term and an education provider cannot meet their needs from within their own resources, and they have exhausted all SEND support options, a statutory assessment of the child/young person’s needs will be undertaken. Quality first teaching, including evidenced, robust use of the ‘assess-plan-do-review cycle’, rigorous teacher oversight, and close liaison between the setting and family will continue.

Person Centred Working

At every stage within the graduated response, all education settings must ensure that they work closely with and involve children, young people and their parents/carers. Section 19, part 3 of the Children and Families Act and the SEND Code of Practice 2015, clearly states that all professionals must have regard to the views, wishes and feelings of children and young people and parents/carers, and that they must be involved in the decision.

The Graduated Response

The SEND Code of Practice sets out how settings should adopt a cyclical model of intensifying support for SEND with 4 stages of **ASSES-PLAN-DO-REVI**

Outcomes at SEN Support level and beyond

“An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be SMART” (SEND Code of Practice,9.66)

Background

The SEND Code of Practice, 2015 and Children and Families Act 2014 put great emphasis on the importance of considering outcomes for children and Young people with special educational needs. Outcomes are necessary in order to establish whether any special education provision put in place, has achieved the difference it set out to make and whether the child/young person has made progress.



By concentrating on outcomes, we are ensuring the focus of any discussion, review and consideration of provision is on the difference that support is making, rather than the type of provision itself. It requires those planning support to really think about the change that is needed and only once that has been identified, should consideration be given to the provision to achieve that change/difference.

This approach should start at **all levels of needs planning** and not just at the point of statutory support through an Education Health and care plan.

In Bournemouth, we would expect to see clear use of outcomes throughout all education provider's planning, monitoring and reviewing processes and any supporting documents.

Writing, Monitoring and reviewing good outcomes

Outcomes can be short, medium or long term.

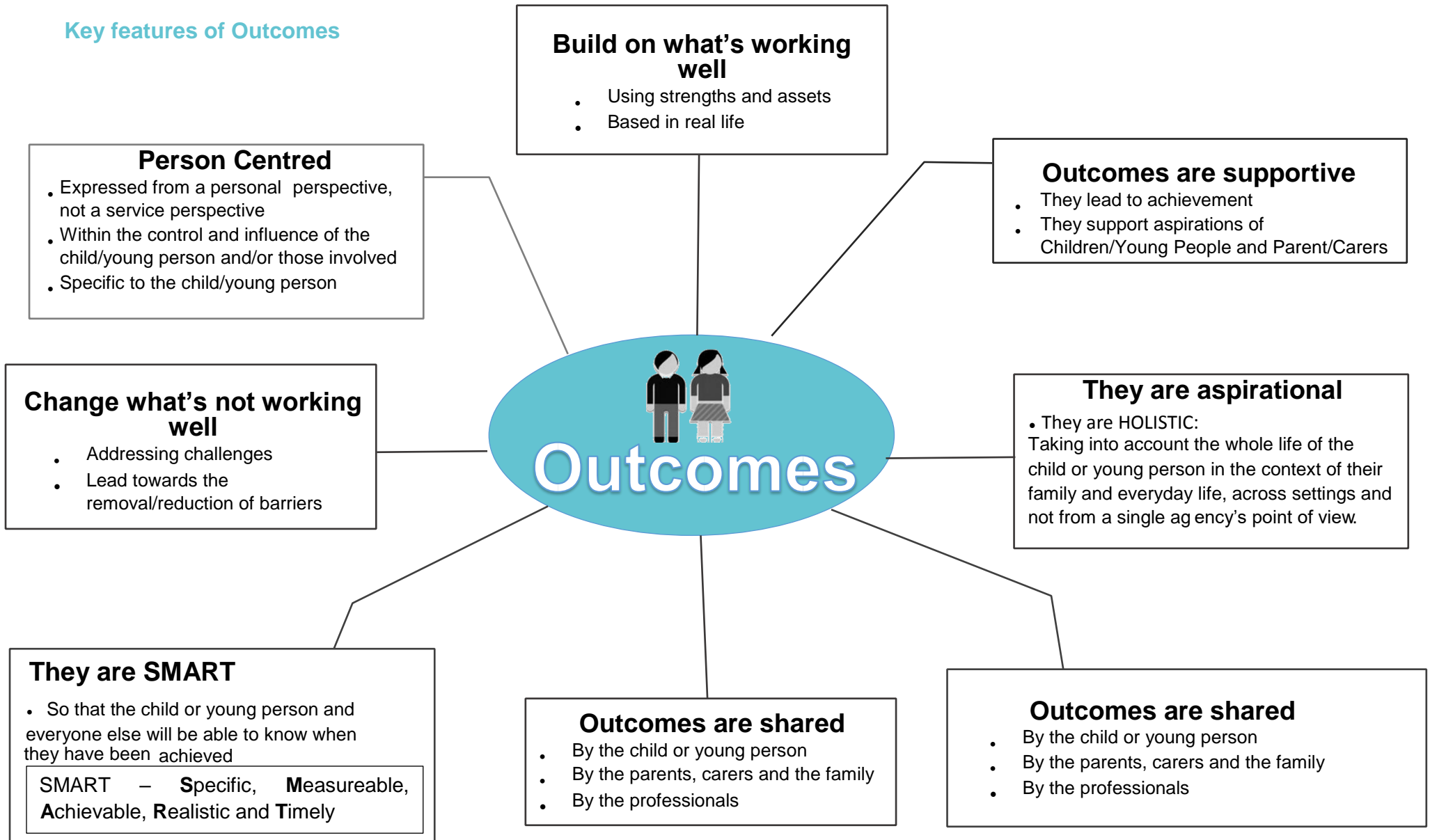
There are two types of outcomes:

- **Intrinsic** - valued by and relate primarily to individuals, such as happiness, self-esteem, confidence etc.
- **Extrinsic** - can be measured and valued by other people, including educational achievement, literacy, and numeracy or good health etc.

Outcomes should be built into all SEN support plans and, using person-centred approaches, be written in partnership with children/young people and their parent/carers.

When implementing the graduated approach, outcomes should be central to every phase of the cycle (assess, plan, do, review) and in particular when monitoring the effectiveness of support provided at SEN support level.

Key features of Outcomes



SMART and SCRUFFY Outcomes

When writing outcomes, it is important to make them clear and in a style, that is easy to understand and measure. The worst types of outcomes are those that are vague and non-specific. It is much harder to establish if “woolly” outcomes have been achieved.

Examples of “Woolly” outcomes are:

- † Gilly will be happy
- † Josh will improve his literacy and numeracy
- † Eric will develop his fine and gross motor skills
- † Solomon will improve his social communication skills



When creating outcomes, you should ask yourself “how will we know whether the outcome has been achieved or not? Is the outcome SMART enough to tell us this?”

Examples of SMART outcomes are:

- † By the time, she is 16 Casey will know how to communicate appropriately in a work † environment
- † By the end of Key Stage 1 Maisie will be able to read and understand simple stories
- † with fluency and enjoyment

Penny Lacey (2010) from the University of Birmingham developed the SCRUFFY model and this too can be used by education settings when developing outcomes.

- Student Led** this means starting where the student is – it emphasises the principles of person-centred planning
- Creative** looking more broadly towards aspirations and different ways of achieving these
- Relevant** because learning outcomes need to be related to a strength and needs analysis which is individually determined and may be different for different learners.
- Unspecified** to avoid a narrow task analysis BUT to maintain a range of ideas and possibilities – ways of getting to what the student needs to do in the short, medium and longer term.
- Fun** to engage and motivate the student (and the teacher!) and involve parents where possible.
- For Youngsters** Children and Young People across the age range



Education providers should avoid writing outcomes that are provision or support driven. Such as:

- ❖ Molly will access 3 sessions of speech and language therapy a week.
- ❖ Joseph will have an occupational therapy assessment

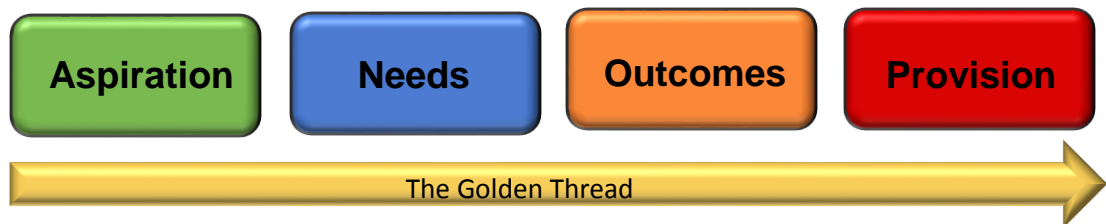
Top Outcome Writing Tips

1. Put in a timescale for the outcome to be achieved – e.g. ‘By the end of Key stage 1’ or ‘By the time he is 16’
2. Use an active verb for example ‘read’, ‘know’, ‘be able to’
3. Make sure it will be clear whether the outcome has been achieved or not.

Avoid:

- ❖ Vagueness
- ❖ Provision
- ❖ Too small steps – outcomes should last for 2-3 years
- ❖ Low aspiration – make sure outcomes are challenging but realistic
- ❖ Outcomes that are outside of our responsibility – for example – Edward will have a girlfriend

Remember “The Golden thread” – there should be a clear link throughout the support/EHC plan between the aspirations of the child/young person, the child/young person’s needs, the outcomes and the provision.



The Equality act 2010

The Equality Act 2010 says education settings must not discriminate against a child/young person because of their disability.

This is unlawful under the Act. Where a child/young person has a disability, the LA and/or the school have a duty:

(i) to not discriminate against the child/young person on the grounds of the disability when compared to others who do not have that disability, and

(ii) to make reasonable adjustments to enable access to and around buildings and rooms, and in use of equipment, to the provision of information and to the curriculum; this includes planned adjustments in anticipation of likely future needs.

In some situations, education providers must also take positive steps so that children/young people with disabilities can access and participate in the education and other activities they provide.

All education settings including Early Years providers, all schools, FE colleges, sixth form colleges, 16-19 academies and independent special schools approved under Section 41 of the Children and Families Act 2014 have duties under the Equality Act 2010.

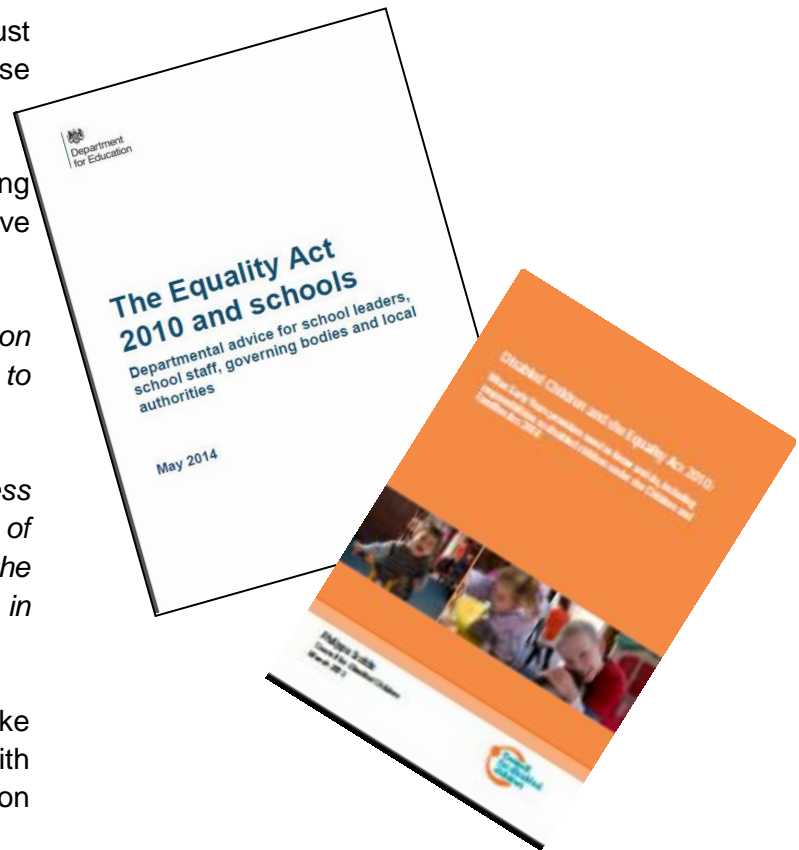
All settings must make reasonable adjustments for children/young people including the provision of auxiliary aids and services for disabled children/young people, in order to prevent them being put at a substantial disadvantage.

When must education settings make reasonable adjustments?

The duty to make adjustments applies to all of the education setting's activities and the decisions that are made by teachers and staff including:

- ❖ admissions
- ❖ exclusions
- ❖ access to school trips
- ❖ attendance at school
- ❖ help and support in school
- ❖ learning activities and materials.

Education settings **must make adjustments** if:



- ❖ A child or young person is disadvantaged by a practice or rule because of their disability or the failure to provide an aid, and
- ❖ it's reasonable to make the changes or provide the aid to remove the disadvantage.

Whether something is reasonable depends on things such as:



- ❖ The child/young person's disability and what support, if any, they receive under an Education, Health and Care Plan
- ❖ How practicable the changes are
- ❖ The resources of the education setting
- ❖ The cost of making the change or providing the aid
- ❖ If the change requested would overcome the disadvantage the child/young person experiences
 - ❖ If there are other ways of overcoming the disadvantage
- ❖ Health and safety considerations and the interests of other pupils

The duty to make reasonable adjustments in education is anticipatory. This means **settings must consider in advance what they need to do to make sure all disabled children/young people can access and participate** in the education and other benefits, facilities and services they provide for those within their settings.

Schedule 10 of the Equality Act states that schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled children/young people can participate in the curriculum;
- improving the physical environment of the school/setting for the purpose of increasing the extent to which disabled children/young people are able to take advantage of education and benefits, facilities or services provided or offered by the education provider, and
- improving the delivery of information to disabled children/young people which is readily accessible to those who are not disabled.

Department for Education: Guidance on the Equality Act 2010 and advice for schools can be found at:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Guidance for early years providers can be found here:

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-early-years_online.pdf

Education Health and Care Assessment and Planning



The vast majority of children and young people's needs will be met at Universal level with quality first teaching or at SEN Support with some additional advice from a range of professionals. Only a small minority will require an Education health and Care Plan (EHCP).

An EHC Needs Assessment builds on arrangements made through the graduated approach to enable educational settings to make provision for those children / young people with the most complex needs. A request for an Education Health and Care assessment should be needs driven and foremost, about accessing the right level and type of provision beyond that which the education setting can provide.

If you feel an assessment might be needed then contact the education setting's SENCO to discuss this.

The Code of Practice (2015 paragraph 9.3) requires the local authority to conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for a child or young person in accordance with an EHC Plan. The EHC needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents/carers and young people in conjunction with early year's providers, schools, post 16 institutions and other providers.

The requirement for an assessment is likely to be triggered when it is clear that the special educational provision required to meet the child or young person's special educational needs cannot reasonably be met within the resources normally available to the early years' providers, school, post 16 institution or another provider.

When taking into consideration whether an EHC assessment is necessary, the local authority should consider whether there is evidence that despite the setting taking relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person they have not made expected progress (see paragraph 9. 14 of the SEND Code of Practice 2015).

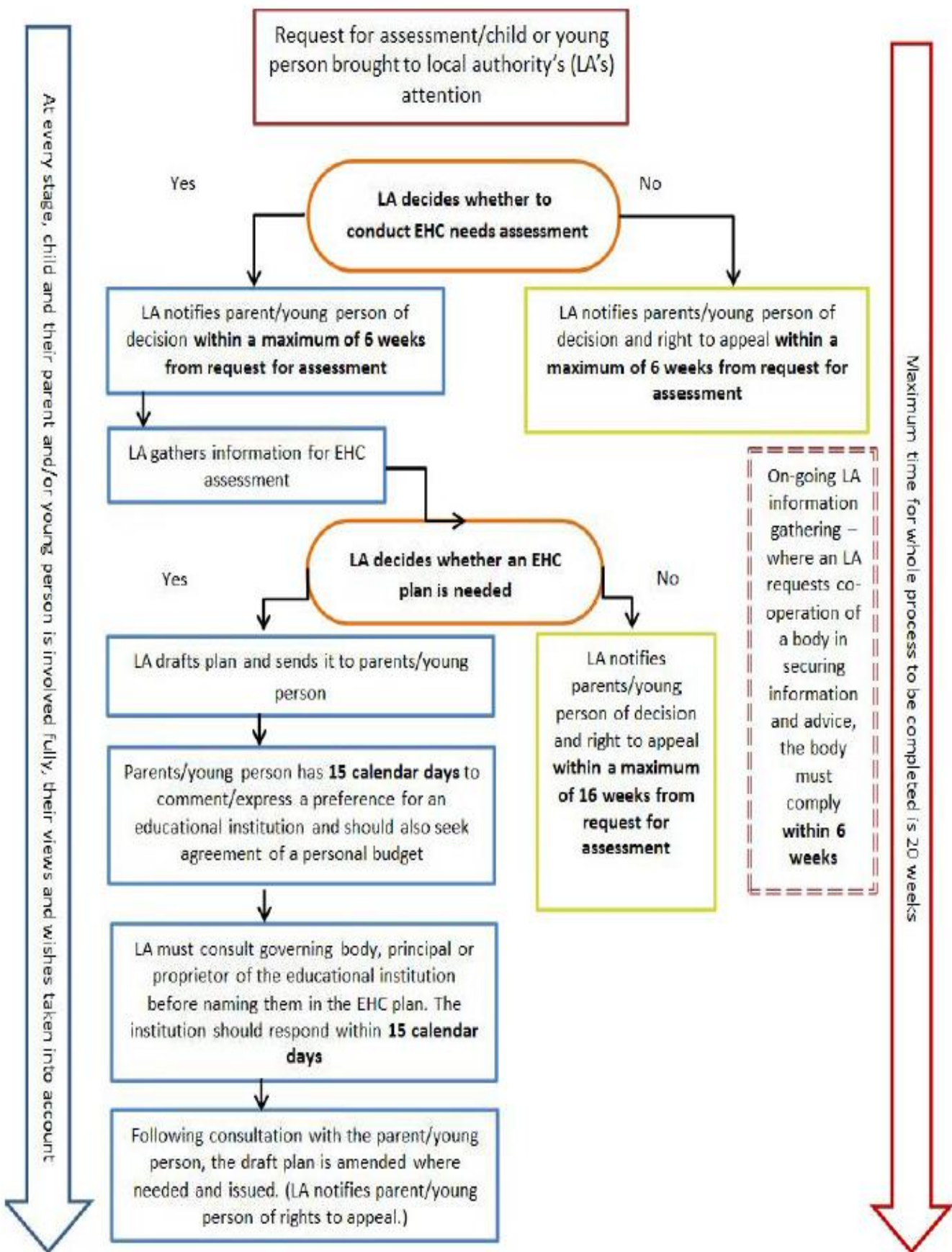
Requesting an Education Health and Care Needs Assessment

Typically it is the education setting who would request an education, health and care needs assessment for a child or young person aged between 0 and 25 years. In addition the following people might request an assessment also:

- ❖ A person acting on behalf of a school or post-16 institution (this should be with the knowledge and agreement of the parent or young person where possible)
- ❖ The child's parent (or an advocate on their behalf)
- ❖ The young person over the age of 16 (or an advocate on their behalf)
- ❖ Other professionals involved with the child or young person

In order to determine whether or not a coordinated EHC assessment is required the local authority needs to consider a number of key questions and be satisfied that the setting has provided sufficient evidence to confidently answer those questions and make fair and consistent decisions.

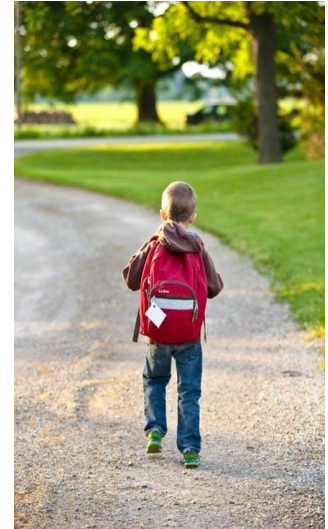
Statutory timescales for EHC needs assessment and EHC plan development



EHCP – Annual Reviews

Once in place, Local Authorities are under a legal duty to review Education, Health and Care plans at least every 12 months. The annual review is an essential tool as it allows outcomes and provision to be monitored and evaluated. It is important that the EHCP remains a live working tool and that children/young people continue to move forward and make progress within their education and life learning.

Annual reviews should always place children and young people at the centre of the meeting and adopt a person-centred approach (see Bournemouth annual review guidance for further details on person centred reviews). Where possible children and young people should be encouraged to attend the reviews and meetings should be facilitated in creative ways that allow them opportunities to take part.



6.56 *Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf*

In BCP there is an expectation that education settings will host annual reviews and work with parent/carers and young people to identify dates that are convenient and minimise disruption. For families who are being supported by social care, annual reviews should aim to be held alongside other meetings, in order to reduce the burden on families.

Annual reviews should focus on outcomes and how effective provision has been in enabling children and young people to achieve them. The review should not only explore progress made over the last 12 months but consider the impact and relevance of provision, whether needs have changed and where outcomes have been met, setting new ones for the coming year.

From year 9 onwards, all annual reviews should incorporate planning for adulthood. Reviews should facilitate discussions around the 4 preparing for adulthood key themes- employment and education, Housing and independent living, relationships and community participation and keeping healthy. SMART outcomes should also be developed to enable progression and learning that enables young people with SEND to make positive transitions into adulthood.

Ceasing an Education Health and Care Plan

Where the outcome of the Annual Review may be a recommendation to cease to maintain the EHCP, parent carers/young people will need to receive reassurance from the education setting that their child/young person will continue to receive the appropriate level of support to meet his/her needs. In most cases, it would be helpful for settings to discuss the possibility of ceasing an EHCP *before* the review meeting so that parents have an opportunity to raise any concerns.

Paragraph 8:117 'There should be no assumption that, once the LA has made a Statement/EHCP, they should maintain that Statement/EHCP until they are no longer responsible for the young person. Statements/EHCPs should be maintained only when necessary. But a decision to cease to maintain a Statement/EHCP should be made only after careful consideration by the LA of all the circumstances and after close consultation with parents, and where appropriate the young person.'

In BCP, we will only cease an EHCP once we have determined that it is no longer necessary for the plan to be maintained, or we are no longer responsible for the child or young person.

The SEND Code of Practice (Jan 2015) 9.201 also outlines circumstances where the LA is no longer responsible for the child/young person:

- ❖ A young person aged 16 or over leaves education to take up paid employment (including employment with training but excluding apprenticeships)
- ❖ The young person enters higher education
- ❖ A young person aged 18 or over leaves education and no longer wishes to engage in further learning
- ❖ The child or young person has moved to another local authority area

It is important to recognise that where an EHCP ceases and the child/young person is still in an education setting, this does not necessarily mean they no longer have additional needs and education settings should still offer the necessary support at SEN support level or through the local offer. Ongoing support should always be developed with parent/carers/young people using the person-centred approach.

SEND Local Offer

All education providers within the local area should familiarise themselves with the local offer and sign post parent /carers and young people to this at every opportunity. It is also expected that education providers within the local area will publish their own SEND offers.

What is “The Local Offer”? The Local Offer is a Local Authority’s publication of all the provision “they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.” (Section 4.1 SEND Code of Practice, January 2015)

The Local Offer has two key purposes:

1. To provide clear, comprehensive, accessible and up to date information about the available provision and how to access it &
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEN, and service providers in its development and review.

For some children and young people, the Local offer is where they will draw support from in order to achieve positive outcomes and get their needs met. Interim Local Offer information can be accessed at <https://bournemouth.gov.uk/ChildrenEducation/LocalOffer/LocalOffer.aspx>
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>

What is my role in developing the Local Offer?

Providers of services can continually develop and update their local offer and the most effective way for them to do this is by emailing this address familyinformation@bcpcouncil.gov.uk

Practitioners can use the Local Offer to find services that support a child or young person with SEND. Practitioners can also promote use of the Local Offer as a valuable resource to find services in their area and know what to expect in terms of access and provision.

If a practitioner or family find a service or activity that is not on the Local Offer but could benefit children and young people with SEND and their families, details can be emailed to familyinformation@bcpcouncil.gov.uk

Schools and colleges are required to contribute to the BCP local offer by providing details on how they meet the needs of children and young people with special educational needs and disabilities within their settings. In addition, schools are required to publish their own SEN Information Report providing details about how they will meet the needs of children and young people with special educational needs and disabilities. The requirements in relation to schools and colleges can be found in the SEND code of practice, January 2015.

Early Years Special Educational Needs and Disability (under-fives)

The implementation of the Children and a Families Act 2014 introduced a system which imposes clear legal duties on all Early Years education providers to identify, assess and support children under 5 with SEND.

All early years providers must have regards to and work within, the SEND Code of practice, Jan 2015 and the Statutory Framework for Early Years Foundation Stage (2014). This ensures that providers are offering the best support and outcomes possible for those 0-5 years.

All children are entitled to an education that enables them to:

- ❖ achieve the best possible educational and other outcomes, and
- ❖ become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education 5.1 (SEND CoP, 2015)

The Early Years Foundation Stage (EYFS) sets out the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. The framework also covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

Identifying SEND in the Early Years

It is expected that all early years providers should have clear arrangements in place for identifying and responding to SEND at the earliest stage possible. Early identification is key to ensuring children experience the best longterm outcomes.

Identifying SEND can happen at any stage of a child's Early Years education and development. Often there are key assessment points where needs arise, such as during early years hearing checks or 2-year progress checks.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them. 5.28 (SEND Code of Practice, 2015)

Early years providers need to be aware that where a developmental/learning delay has been identified in the early years this does not always indicate that the child has SEN. Where a provider has concerns, an assessment should be completed to determine whether there are any additional factors impacting on the child's development. Consideration should also be given to wider circumstances such as housing, family or home life and a multi-agency approach should be adopted.

Working with Parents and Carers

When identifying SEND in early years children, as well as using professional knowledge, there is an expectation that early years providers will work closely with parents and carers to co-produce planning and provision. Settings should also have a good understanding of the “section 19 principles” (Children and Families act 2014) and how these apply to SEND decision making and provision.

Early years providers must provide information for parents on how they support children with SEN and disabilities, and should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities. This includes helping to develop their own Local Offer of support and contributing to the LA’s wider Local Offer.

Early years providers, must also be aware of and adhere to their duties under the Equality Act 2010 (see beginning of toolkit for further information). In particular, they must not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.

Early Years SEND Provision

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage – 5.31 (SEND CoP, 2015)

Identified provision should be matched to the child’s SEN and within the broad areas of need (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical). The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software.

Early years providers must use a graduated approach and in line with the BCP SEND Guidance 0-25 Years document (see Contents section 2). This includes delivering support at SEN support level.

It is especially important that provision is put in place without delay and as early as possible using the graduated approach cycle of Assess, plan, do review as outlined earlier in the toolkit. All early years’ providers will have an identified SENCo who will co-ordinate the graduated approach and ensure that it is revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress.

All SENCos follow the Statutory Guidelines laid out in the [SEND Code of Practice Jan 2015](#) in order to offer the best support possible for your child.

Portage

Portage is a home visiting education service. It promotes parents as playing a vital role in their child's development. It follows a carefully structured, yet flexible approach which enables parents to support their child.

Portage workers visit the parent and their child at home to look at what skills the child needs to develop. They then design activities for the parent and child to do together. These activities are broken down into small steps to help the child make progress. This progress is reviewed on a regular basis and further goals are set.

Referrals to the Portage Service can be made by parents, health professionals, childcare settings or social care.

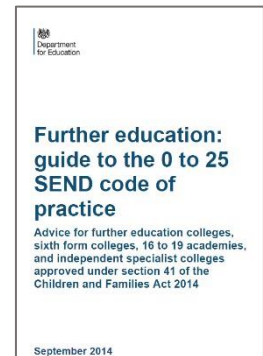
Preparing for Adulthood – supporting young People 16-25

Preparation for adulthood should be considered for young people with SEND from year 9 onwards. It is well documented that young people with SEND can often take longer to transition into adulthood and planning for this should start at the earliest opportunity.

Preparing for adulthood

(the following information has been drawn from DfE, FE Guide to 0-25 code of practice)

Everyone working with children and young people who have SEN or disabilities should support them to prepare for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation.



Preparing for adulthood reviews

Preparing for adulthood should form part of the planning for all children and young people with SEN and disabilities, right from the earliest years. However, for teenagers' preparation for adult life needs to be a more explicit element of their planning and support. Discussions about their future should focus on what they want to achieve and the best way to support them to achieve it. For children and young people with EHC plans, local authorities must ensure that the EHC plan review at Year 9, and every review thereafter (including when they are at college), includes a focus on preparing for adulthood.

Young people's right to make their own decisions

After compulsory school age (the end of the academic year in which they turn 16) the right to make requests and decisions under the Children and Families Act 2014 applies to young people directly, rather than to their parents. Parents, or other family members, can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so, and it is likely that parents will remain closely involved in the great majority of cases.

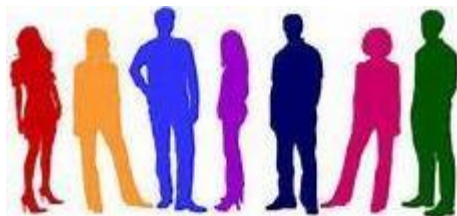
This is particularly important for young people under 18 and colleges would normally involve parents or family members where they have concerns about a young person's behaviour or welfare. They should also continue to involve parents or family members in discussions about the young person's studies where that is

their usual policy. The fact that the Children and Families Act 2014 gives rights directly to young people from the end of compulsory school age does not necessitate any change to a college's safeguarding or welfare policy.

Planning the transition into post-16 education and training

Young people entering post-16 education and training should be accessing provision which supports them to build on their achievements at school and which helps them progress towards adulthood. Young people with EHC plans are likely to need more tailored post-16 pathways.

It is important that information about previous SEN provision is shared with the further education or training provider. Schools should share information before the young person takes up their place, preferably in the spring term prior to the new course, so that the provider can develop a suitable study programme and prepare appropriate support. Schools and colleges should work in partnership to provide opportunities such as taster courses, link programmes and mentoring which enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.



For children and young people with EHC plans, discussions about post-16 options will be part of the preparing for adulthood focus of EHC plan reviews, which must be included as part of the review from Year 9 (age 13-14). The local authority must ensure these reviews take place, and schools and colleges must co-operate with the local authority in these reviews. If it is clear that a young person wants to attend a different school (sixth form) or a college, then that school or college must co-operate, so that it can help to shape the EHC plan, help to define the outcomes for that young person and start developing a post-16 study programme tailored to their needs.

Careers advice for young people

FE colleges have a duty through their funding agreements to ensure that students are provided with independent careers advice. This duty applies for all students up to and including the age of 18 and also to 19- to 25-year-olds who have EHC plans. Colleges should raise the career aspirations of students with SEN and broaden their employment horizons. They should use a wide range of imaginative approaches, such as taster opportunities, work experience, mentoring, exploring entrepreneurial options, role models and inspiring speakers.

High quality study programmes for students with SEN

All students aged 16-19 (and, where they have an EHC plan, up to the age of 25) should follow a coherent study programme which provides stretch and progression and enables them to achieve the best possible outcomes in adult life. Where appropriate, this should include access to mainstream courses followed by students who do not have SEN or a disability. Colleges are expected to design study programmes which enable students to progress to a higher level of study than their prior attainment, take rigorous, substantial qualifications, study English and maths, and participate in meaningful work experience and non-qualification activity. They should not be repeating learning they have already completed successfully. For students who

are not taking qualifications, their study programme should focus on high quality work experience, and on non-qualification activity which prepares them well for employment, independent living, being healthy adults and participating in society. Full guidance about study programmes is available on the [GOV.UK website](https://www.gov.uk).

Pathways to employment

All young people should be helped to develop the skills and experience, and achieve the qualifications they need, to succeed in their careers. The vast majority of young people with SEN are capable of sustainable paid employment with the right preparation and support. All professionals working with them should share that presumption. Colleges that offer courses which are designed to provide pathways to employment should have a clear focus on preparing students with SEN for work. This includes identifying the skills that employers value, and helping young people to develop them. One of the most effective ways to prepare young people with SEN for employment is to arrange work-based learning that enables them to have firsthand experience of work, such as apprenticeships, traineeships and supported internships.

Transition to higher education

Securing a place in higher education is a positive outcome for many young people with SEN or a disability. Where a young person has this ambition, the right level of provision and support should be provided to help them to achieve that goal, wherever possible.

Young people aged 19 to 25

Colleges must continue to use their best endeavours to secure the special educational provision needed by all young people aged 19 to 25 with SEN attending their institution. Guidance on EHC plans for young people aged 19 to 25 is given in Chapter 9 of the [0-25 SEND Code of Practice](#), paragraphs 9.150 to 9.156.

Leaving education or training

All young people with SEN should be supported to make the transition to life beyond college, whether or not they have an EHC plan. As well as preparing them for adulthood generally, colleges should ensure that young people with SEN have the information they need to make the final steps in this transition. This includes information about local employers, further training, and where to go for further advice or support.

For young people with EHC plans, where it is known that a young person will soon be completing their time in education and training, the annual review prior to ceasing the EHC plan should be used to agree the support and specific steps needed to help the young person to engage with the services and provision they will be accessing once they have left education, and the college should contribute to this review.

More information about helping young people to prepare for adulthood is in Chapter 8, Preparing for adulthood from the earliest years, in the 0-25 SEND Code of Practice.

Useful Links

For further information on Preparing for Adulthood see <https://www.preparingforadulthood.org.uk/>



SEND Information, Advice and Support

Across Bournemouth, Christchurch and Poole there are a number of services and agencies who provide SEND support to parent/carers young people.

Parent Carers Together Forum

The Parent Carers Together Forum provides a central voice for parents and carers of children and young people. This Forum is currently under development.

Contact details

<https://www.parentcarerstogether.org.uk/>

SEND Information Advice and Support Service for Bournemouth, Christchurch and Poole (SENDiass)

This organisation helps and young people up to 25 years old, and their families

We can offer:

General help

- ❖ Help you prepare for meetings and go with you if we can
- ❖ Take the time to listen to you
- ❖ Putting you in touch with someone who can help
- ❖ The BCP Local Offer

Impartial advice and information

- ❖ Information, advice and support on special educational need a and disability (SEND) law, appeals, personal budgets, health and social care which is free, accessible, confidential and impartial
- ❖ Help with filling out forms and understanding reports
- ❖ Offer information on the Bournemouth Borough Councils processes for resolving disagreements and support you through mediation

Education

- ❖ Support you with looking around schools
- ❖ Help in asking questions in school if you don't think your child is progressing or receiving the right type of support
- ❖ Support you if your child has SEND and is excluded from school
- ❖ Help you with applying for an Education Health and Care Plan (EHCP)
- ❖ Putting you in touch with Independent Supporters to help you with the EHC Plan transfer process

The Poole office address is:

*Special Educational Needs and Disabilities
Information Advice and Support Service*

No 18

18 Hill Street

Poole BH15 1NR

Tel: 01202 261933

The Bournemouth office address is:

*Special Educational Needs and Disabilities
Information Advice and Support Service*

Bournemouth Learning Centre

Ensbury Avenue

Bournemouth

BH10 4HG

Tel: 01202 451970

Further useful links:

Generic email: sendiass@poole.gov.uk

Further SEN Legal information / advice can be obtained from IPSEA