



SPCF

## SEND Support Workshop

Jane Morgan, Nick English and Rachel  
Townsend

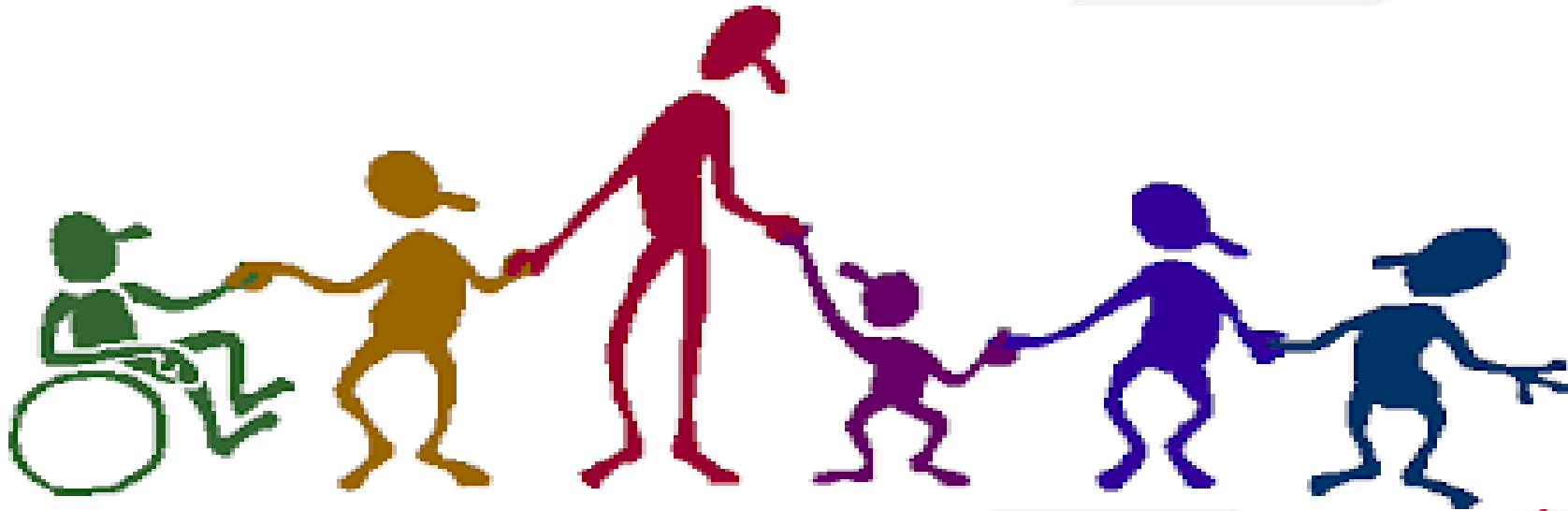
# Setting Expectations



- Why are you attending this morning?
- What would you like to know at the end of this session?
- What would you like to understand better?
- Have you prepared any questions you would like to ask us?

# SEND Support

SEND Support, what is it?



## The definition of SEND under the SEND Code of Practice, 2015:

A child or young person has SEND if they have a learning difficulty or disability which requires special educational provision to be made for him or her.

A child of compulsory school age or a young person has 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 Support – Statistics 2021

## Overall proportion of pupils with SEN

### Of all pupils in England in January 2021:

- 12.2% had special educational needs (SEN) support, but didn't have an education, health and care (EHC) plan (up from 12.1% in 2020)
- 3.7% had an EHC plan (up from 3.3% in 2020)

## Primary school pupils with SEN

### At state-funded primary schools (including academies) in January 2021:

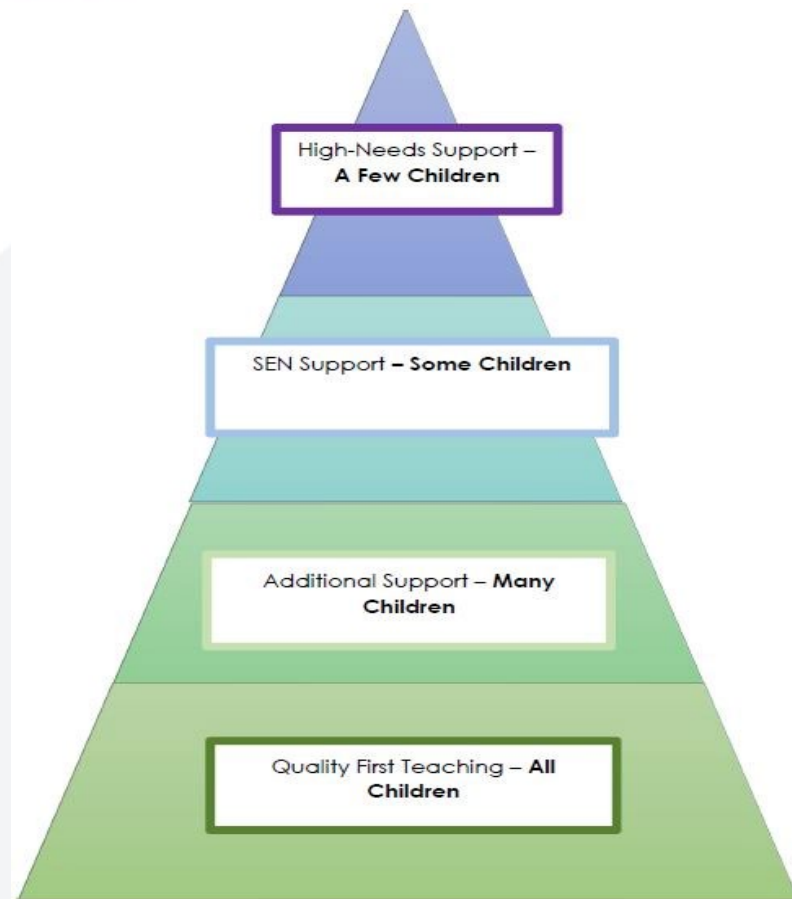
- 12.6% of pupils were classed as having SEN, but didn't have an EHC plan
- 2.1% of pupils had an EHC plan

## Secondary school pupils with SEN

### At state-funded secondary schools (including academies) in January 2021:

- 11.5% of pupils were classed as having SEN, but didn't have an EHC plan
- 2.0% of pupils had an EHC plan

Speech, language and communication needs was the most common primary type of need, applying to 245,200 pupils with SEND



# Expectations of the Code of Practice

## 6.2

**Every school is required to meet the SEND of the children or young people that they support.**

Mainstream schools **must**:

- **use their best endeavours** to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
- ensure that **children and young people with SEN engage** in the activities of the school alongside pupils who do not have SEN
- **Inform parents** when they are making special educational provision for a child
- Ensure that CYP and parents are **actively involved** in the decision making process throughout

# SEND Support

## Assess

Gather information about child or young person's needs

## Review

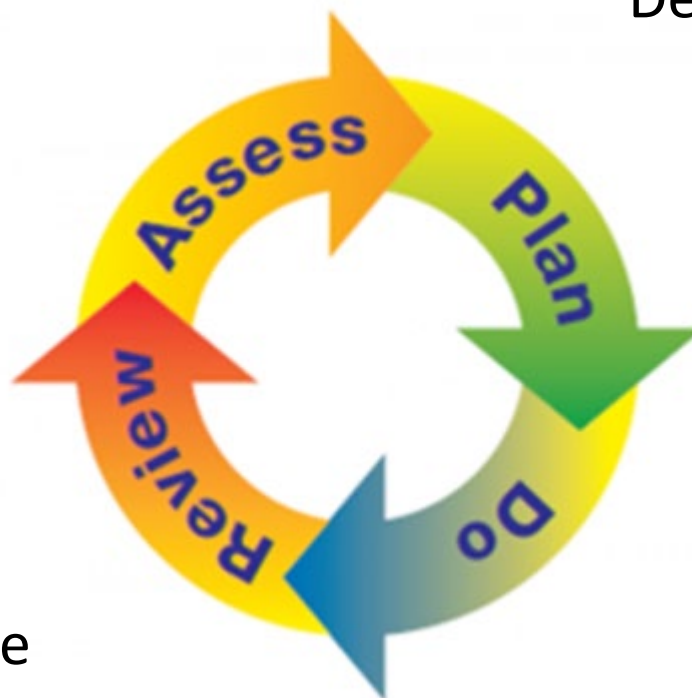
Plan reviewed in consultation with the parents and where possible the child or young person

## Plan

Decide what support is needed

## Do

Support given by teacher, SENDCo or specialist teacher



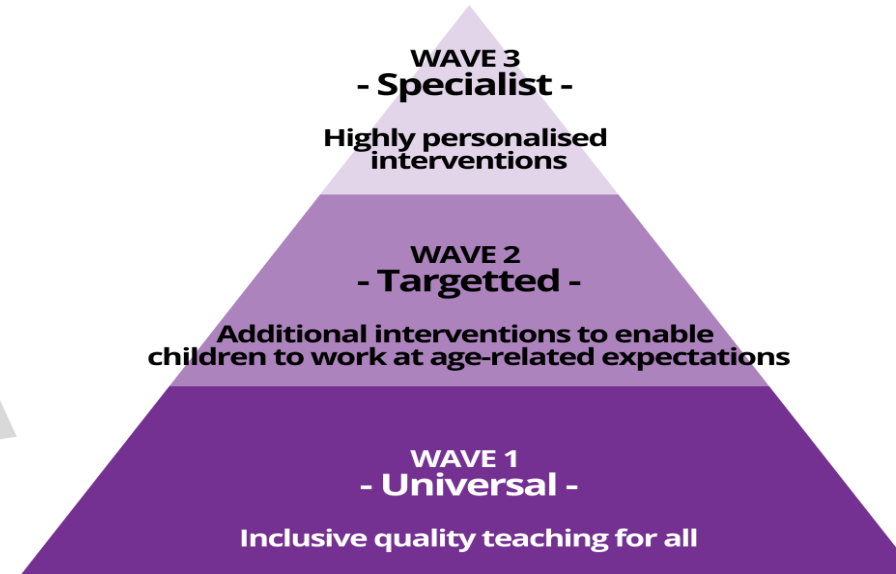
*Families and carers should be involved in reviewing the SEND support Plan /Individual Education Plan three times a year – Once a term*



## Graduated Approach - Waves of Intervention

Where a potential special education need has been identified, this cyclical process becomes increasing targeted and personalised

The graduated approach starts at whole school level through Wave 1  
Universal provision:  
Quality First Teaching that is inclusive teaching for all pupils.





# Graduated Response

| UNIVERSAL   | TARGETED  | SPECIALIST   |
|---|---|--|
| <ul style="list-style-type: none"><li>• Universal support is generic and available to all children and young people. It includes differentiation as part of whole class teaching and support that is included within the mainstream environment.</li><li>• It also includes changes to groupings of pupils as well as use of evidence-based intervention and group work. Development of staff knowledge is also included within universal support and may include whole school training, or training for a specific group of staff in relation to an individual/group of pupils.</li><li>• This should always be the first level of intervention, in which individual targets are set and monitored in line with high quality teaching.</li></ul> | <ul style="list-style-type: none"><li>• Targeted support is additional to the universal, quality first teaching offer.</li><li>• It is used to provide more focused intervention and support for some pupils identified as being in need in a certain area of development.</li><li>• This is additional support which is different to that of the mainstream teaching and learning.</li><li>• When pupils require additional support, it should be focused on areas of need, as identified through assessment, and reviewed and put in place following a plan, do, review approach.</li><li>• Targeted support includes evidence-based interventions and increased small group support.</li></ul> | <ul style="list-style-type: none"><li>• Specialist support is required when despite high quality teaching and provision of targeted intervention pupils needs persist.</li><li>• This support is additional and different to what would usually be put in place for pupils and may be delivered by an Education, Health and Care Plan (EHCP).</li><li>• Pupils may have additional needs across all areas of development or have a diagnosed condition. Pupils will have persistent and ongoing learning difficulties.</li><li>• It is likely that advice about support arrangements would have been sought from external professionals.</li><li>• It is expected that some specialist provision would be provided in mainstream settings.</li></ul> |

# Useful Links

[Ordinarily Available Provision - Sutton Council](#)

[Graduated Response for education based therapeutic support – Cognus](#)

# Sharing Experience



- Do you have a child or young person with additional needs?
- What has your experience been?
- What is working well for your child/young person?
- What could be improved?

# SEND Support Plans

**High quality teaching** that is differentiated and personalised will meet the individual needs of the majority of children and young people.

**Special educational provision** is underpinned by high quality teaching and is compromised by anything less.

**SEND Support Plan (SSP)** - also called Individual Education Plan (IEP ) or Passport or Inclusion Plan - should have 4 main areas

- Pupil's views, aspirations, strengths and wishes
- Barriers to learning (SEN)
- Provision to meet those needs
- Outcomes sought (section 6.40 COP: Consideration of whether special educational provision is required should start with the desired outcomes)

Should be reviewed with pupil and parent/carers, normally termly, as part of the **Assess, Plan, Do, Review cycle** (graduated approach)

# SEND Support Plans

## Assess

**Current Strengths:** [REDACTED] has transitioned well into Year 3 and the Juniors.

He likes coming to school.

He is confident using the Chromebook.

He is able to follow the school rules.

He is making good progress with his specific language needs.

He is able to use regular, legible cursive script

**Current Needs linked to long term targets:** To develop expressive language and understanding of language concepts (as recommended in Sp and language report).

To develop [REDACTED] independence skills

To develop self regulation skills

To develop confidence towards trying new experiences

# SEND Support Plans

## Short Term Targets

| Area of need: Cognition & Learning, Communication & Interaction, Social Emotional Mental Health, Sensory &/or Physical | Area of need: Cognition & Learning, Communication & Interaction, Social Emotional Mental Health, Sensory &/or Physical |  |   |          |
|--|--|--|---|----------|
|  | Target   | Success criteria   | Classroom adaptations/adjustments. Specific interventions - duration & frequency  | By whom? |
| To be able to complete independent activities with minimal support.  | To be able to plan, complete and review work with minimal support.   | Using a visual checklist, [REDACTED] will be able to plan and complete his work as well as check it.                           | Use of visual writing prompts<br>Use of colourful semantics (where appropriate)<br>Use of sensory tools to help [REDACTED] regulate<br>Chunking of tasks /boxing up and activities to help [REDACTED]<br>Use of visual mind maps and tools to help approach work<br>Visual checklist of skills<br>Use of questioning to prompt thinking<br>Use of daily small group pre-teaching<br>Weekly small group learning strategies sessions |          |
| To develop the amount of time [REDACTED] concentrates and attends in lessons   | For [REDACTED] to be able to attend in lessons.  | [REDACTED] will be able to recall key points from the lesson<br>[REDACTED] will be able to complete tasks with minimal support | Use of learning breaks<br>Use of fidget toys<br>Use of strategies which [REDACTED] finds useful to help him concentrate.<br>Use of checklists to help structure what [REDACTED] needs to do.<br>Sensory circuits  |          |



# SEND Support Plans

Learning Support Plan (LAT) for [REDACTED]

| Area of need: Cognition & Learning, Communication, Interaction, Social Emotional, Mental Health, Sensory &/or Physical | Target  | Success criteria  | Classroom adaptations/adjustments. Specific interventions - duration & frequency  | By whom? |
|--|---|---|---|----------|
| [REDACTED] to be able to answer information  | To develop independence skills  | [REDACTED] will be able to start the independent task without adult input.  | Regularly check his understanding of tasks<br>Break down longer instructions - chunking<br>Use of visual checklist and tools<br>Give [REDACTED] time to respond and to formulate his responses<br>2 x weekly speech and language sessions |          |
| [REDACTED] can feel anxious and can struggle regulating.   | To be able to self regulate   | [REDACTED] will be able to choose the tools to help him self regulate.  | Regular learning breaks<br>Access to the O/T room when required<br>Whole class zones of regulation<br>Access to sensory tools to help regulate.<br>Sensory circuits<br>Empowerment group<br>Lego therapy                                  |          |
| To develop [REDACTED] confidence and skills for trying new activities.   | To engage in new situations.<br>To persevere with challenges in learning. | To apply strategies to regulate his emotions when worried<br>Use of transitional and prepositional material for new strategies. | Use of transitional booklets<br>Use of visuals to help [REDACTED] express his feelings<br>Empowerment group<br>Lego therapy<br>Zones of regulation  |          |

How can parents/carers help at home? A piece of work to be sent home every two weeks so mum is able to see what to focus on at home to support [REDACTED]

Pupil contribution



# SEND Funding

In mainstream schools SEND funding is derived from three different elements. Element 1 and 2 funding is derived from the Schools Block and Element 3 from the High Needs Block:

## **Element 1: Basic entitlement per pupil**

This is used to make general provision for all pupils in the school, including pupils with SEN, and goes directly to schools. Basic entitlement is set by the national funding formula This is generally the funding that covers the 'core' elements of the school - e.g. staffing, buildings, resources etc...



# SEND Funding

## Element 2 - Notional SEN

- This is an additional amount of money that mainstream schools receive to help make special educational provision to meet the needs of children with SEND.
- It's called 'notional' because it isn't ring fenced and schools can spend it in the way that they think is best. However, there is usually a teacher and Governor lead for SEN notional funding to make sure it is spent for its intended purposes.
- Schools are expected to use the notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. This would be provision that is ordinarily available in mainstream state funded education settings to meet the 'additional needs' of pupils with SEND. This is often referred to as 'higher incidence, lower need' SEND

# SEND Funding

## Element 3: High needs block funding

For the vast majority of pupils with SEND, their needs can be met by the funding identified above. High needs funding is for pupils whose needs are more complex/exceptional, sometimes referred to as 'higher need, lower incidence SEND'.



# SEND Funding

Exemplar SEND Support Provision Map

| Name                | Provision/Resource<br>s/Personnel                       | Cost of<br>Intervention (per<br>hour) | Support<br>shared<br>between x<br>pupils | Hour(s)<br>per week | Cost for the<br>pupil per<br>week | Number of<br>weeks | Date started | Date ended         | Total cost of<br>intervention<br>for the pupil |
|---------------------|---|---------------------------------------|--|---------------------|-----------------------------------|--------------------|--------------|--------------------|--|
| 1:4 Support         | 1:4 support in<br>Reading, Writing<br>and Topic lessons | £17.42                                | 4  | 15                  | £65.33                            | 39                 | 05.09.2020   | Ongoing            | £2,548   |
| Sensory circuit     | 1:4 Sensory circuit                                     | £17.42                                | 4  | 1.5                 | £6.53                             | 36                 | 17.09.2020   | Ongoing            | £235   |
| 1:1 SALT support    | TA  | £17.42                                | 1  | 0.5                 | £8.71                             | 36                 | 17.09.2020   | Ongoing            | £314   |
| 1:3 Nurture support | Nurture TA  | £17.42                                | 3  | 1                   | £5.81                             | 36                 | 17.09.2020   | Ongoing            | £209.04  |
| 1:3 Lego therapy    | Trained TA  | £32.03                                | 3  | 1                   | £10.68                            | 15                 | 17.09.2020   | One term block     | £160.15  |
|                     |   |                                       |  |                     |                                   |                    |              | <b>Total spend</b> | <b>£3,466</b>                                  |

# Transitions

Moving from Nursery to Reception or from Year 7 from Year 6, is a big step for any child or young person

- What are your main concerns?
- What has been your experience/s?



**Welcome to  
Reception Class**



# What does SEND Support look like in Sutton

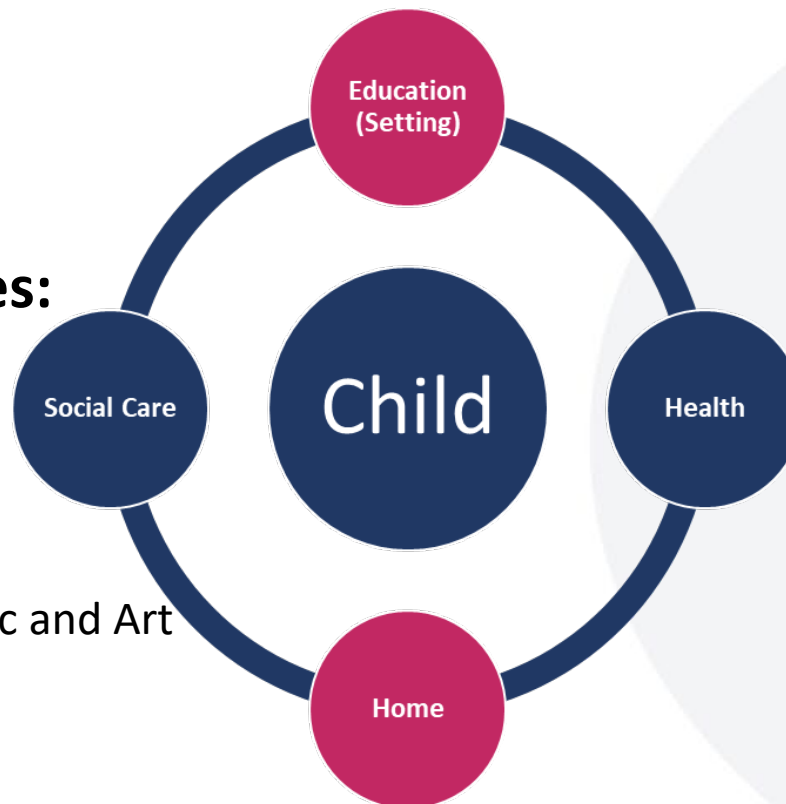
## SEND Support within OUR Local Authority:

### In school support:

- Class teacher
- **SENDCo**
- School based Interventions
- **ELSA Support**
- Outreach support

### Involvement of outside agencies:

- Specialist Teachers
- **Lead SENDCos and SENDCo Clusters**
- Occupational Therapy
- **Speech and Language Therapy**
- Education Psychologists
- **Autism Specialist Teachers**
- Specialist Therapy – Drama, Play, Music and Art
- **School Nursing service (Health)**
- EYFS SEND Advisers
- **Inclusion Coordinator/Specialists**
- Sensory Impairment
- **Paving the Way**
- Trauma informed specialists
- **Playwise**



## Additional Funding:

- **Short Term - SENDCo Clusters**
- **Medium Term – Additional Support Contract**

## Meetings that can support:

- **Parents Meetings**
- **Professionals Meeting**
- **Team Around the Family (TAF)**



# What does SEND Support look like in Sutton

- **NAS Sutton Branch:** run entirely by unpaid volunteers, many of whom have are parents / carers of autistic children. NAS branches in England provide a local hub where parents, carers and autistic people can get help, access services, support each other and meet other people and families in similar situations.

<http://www.nassutton.org.uk/>

- **The National Autistic Society:** national information about autism including specific guides around autism-related strengths and difficulties as well as information for the wider family. [www.nas.org.uk](http://www.nas.org.uk)
- **The National Autistic Society's Autism Helpline** has interpretation facilities. This enables them to provide information to families in 150 languages over the phone. Someone has to speak in English at first and give the language required. The helpline staff will phone the family back with the interpreter. Telephone: 0845 070 4003 or 0808 800 4104 (Mon-Friday 10am-3pm).
- **Parent to Parent Helpline:** Parent to Parent is a confidential telephone service providing emotional support to parents and carers of autistic adults or children. The service is provided by trained parent volunteers who are all parents of an autistic adult or child. Telephone: 0808 800 4106 (leave a message and they will call back)



# What does SEND Support look like in Sutton

- **Sutton Local Offer:** Information about the support and opportunities that are available locally including education, health and social care.  
<http://localoffer.sutton.gov.uk/>
- **Sutton Parents' Forum:** <https://www.suttonparentsforum.org.uk/>  
The Sutton Parents Carers Forum is run by parents for parents, primarily to make sure that the collective difficulties are recognised by the London Borough of Sutton, and that parents have a voice within the Local Authority to effectively inform decisions about resources, services and policies which will directly affect children.
- **SIASS - Sutton Information, Advice and Support Service:** [sutton@siass.co.uk](mailto:sutton@siass.co.uk) or Tel: 020 8323 0462  
SIASS provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents / carers.  
<https://www.siass.co.uk/>
- **Adapt to Learn:** Provide a wide range of practical and relevant training opportunities to help increase understanding of children with social communication needs and autism. They offer individual assessments and strategies, training, consultancy and bespoke interventions. <https://adapttolearn.com/about/>
- **Playwise CIC:** PlayWise offers new, innovative and bespoke interventions for families either at home, the community hub or in their learning setting. PlayWise supports children aged 0-8 years.  
<https://playwise.org.uk/>

# What does SEND Support look like in Sutton

## Activities for Young People

- Knots Arts: inclusive, friendly and fun sessions where children and young people feel safe and supported to develop their communication skills and build friendships. By meeting others who understand the challenges that social communication difficulties can bring, children are able to work together to embrace their differences and overcome any obstacles that they may present. For young people aged 4-25. Contact [hello@knotsarts.com](mailto:hello@knotsarts.com) or 07947 212485  
<https://knotsarts.com/about-us/>
- 15<sup>th</sup> Wallington Scouts Group: We run Beavers, Cubs and Scouts for young people (boys and girls) with additional needs, taking part in adventurous activities, nights away and other activities including games, craft, cooking.  
Beavers: 6-8 year olds Cubs: 8-10 year olds Scouts 10-14 year olds  
Contact [Catherine Keen](#) on 020 8661 7532 or [catherine\\_keen2000@yahoo.co.uk](mailto:catherine_keen2000@yahoo.co.uk)  
<http://15wallington.scoutsites.org.uk/>
- Sutton Eagles Special Needs Football Club: Contact Louise Bowman on 020 8669 6797 or [louiseb@lineone.net](mailto:louiseb@lineone.net)  
<http://www.suttoneaglesfc.co.uk>

# What does SEND Support look like in Sutton

- **Phoenix Rangers:** run in the Wallington area every Thursday at 4.30pm during term times. For more information and to book a place please contact Olivia Griffin on 0208 647 8600 or email [olivia@suttonmencap.org.uk](mailto:olivia@suttonmencap.org.uk)
- Post-16: **SIASS Youth Forum** (16-25). To join, email [laura.haupt@siass.co.uk](mailto:laura.haupt@siass.co.uk)
- **Roundabout Dramatherapy:** offering therapeutic support for young people:  
[https://www.sutton.gov.uk/directory\\_record/87659/roundabout\\_dramatherapy/category/231/primary - age 5 to 11](https://www.sutton.gov.uk/directory_record/87659/roundabout_dramatherapy/category/231/primary_-_age_5_to_11)  
How is this funded: Direct payments, Personal budgets, Own funds
- **Disabled Swimming (Westcroft Leisure Centre, Wednesday 6.30-8.00pm, Thursdays 7-8pm)**  
iCount card entitles you to a £13 year membership so each swim is only £1 at these specific sessions. Booking required. <https://www.everyoneactive.com/centre/westcroft-leisure-centre/#activities>

Further groups here: <https://www.nassutton.org.uk/contacts/children-teenagers/>

## Sleep support

- Sleep counselling for children and young people aged 2-18.  
The sleep counsellors have had intensive training by Sleep Scotland and have received accreditation.  
The sleep programmes are tailor made for children, young people and families and require an in-depth assessment, home visit from the counsellors and fortnightly visits to sleep clinic for support during the implementation of the programme.  
Contact: Children's First Contact Service on 020 8770 6001

# What does SEND Support look like in Sutton

## Toileting support

- Children's Continence Service is available for children and young people aged 5 to 18 years old, registered with a Sutton GP, who experience bladder and/or bowel difficulties including daytime wetting / soiling. Referral to the service is via your child's GP or another health professional (e.g. School Nurse / Health Visitor).

<https://www.suttonhealthandcare.nhs.uk/continence-service>

- ERIC: Download free resources here <https://www.eric.org.uk/parents-and-carers>

[Free helpline: 0808 169 9949](https://www.eric.org.uk/parents-and-carers)

## Autism Service YouTube

We have videos available via our YouTube Channel:

Parent workshops: <https://youtube.com/playlist?list=PL8bDLlayZ18g1lvkbYOtP1D40GAO4zKk>

Top tips to support autistic young people: <https://youtube.com/playlist?list=PL8bDLlayZ18jNBIngZGnJludWmtLrrwy>

Autism Celebration videos: <https://youtube.com/playlist?list=PL8bDLlayZ18gfFeU4mSLAz6koVFMJ-6uL>

Young Sutton Voices: <https://youtu.be/qzd-ZLrfJG8>

Sutton CPD (designed for school staff): <https://youtube.com/playlist?list=PL8bDLlayZ18jypDoOr87FenZjWgvJsFqc>

# What does SEND Support look like in Sutton

Below is the link to the Autism Support Map.

<https://www.cognus.org.uk/wp-content/uploads/2022/02/Autism-Support-Map-Overview.pdf>

This includes information, resources and videos for:

- Parent/carers <https://www.cognus.org.uk/parent-carers-autism-support-map/>
- Young people <https://www.cognus.org.uk/young-person-autism-support-map/>
- Emotional support for young people <https://www.cognus.org.uk/wp-content/uploads/2022/02/YP-Autism-Support-Map.pdf>
- Teachers/school staff <https://www.cognus.org.uk/teachers-autism-support-map/>
- Understanding identity <https://www.cognus.org.uk/understanding-identity-for-yp-autism-support-map/>
- Autism and girls <https://www.cognus.org.uk/understanding-identity-for-yp-autism-support-map/> (scroll down)
- Recreational activities <https://www.cognus.org.uk/recreational-activities-for-young-people/>
- Transition to Secondary <https://www.cognus.org.uk/transition-to-secondary-autism-support-map/>