

Schools' responsibilities for SEN

September 2014

**A summary briefing for Chairs and Vice-Chairs of
Governors**

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A reference for strategic oversight & action

- **Preparation for September**
- **Action from September**
- **Responsibilities of governors, head teachers and SENCOs**
- **Classroom teachers**
- **Responsibilities in relation to parents**
- **Inspection framework**
- **Local Authority continuing support**

Legal duties (1)

Schools must continue to:

- meet their Equality Act duties for pupils with disabilities;
- use their 'best endeavours' to meet pupils' SEN – this means doing everything they can to meet children and young people's SEN;
- inform parents when pupils receive support for special educational needs and involve them in reviews of progress;
- admit a young person, where the school is named in an EHC plan;
- co-operate with the local authority in developing the local offer;
- have regard to the new 0-25 SEND Code of Practice

Legal duties (2)

New duties require schools to:

- produce and publish online a School SEN Information Report;
- appoint a suitably qualified or experienced member of staff as SENCO (National Award);
- make arrangements to support pupils with medical condition and schools must have regard to statutory guidance supporting pupils at school with medical conditions

What does success look like for schools ?

Positive outcomes

- Improved attainment and progression of pupils with SEN.
- Increase in the percentage of KS4 and KS5 SEN cohort going to, or remaining in, Education, Employment and Training.
- Reduction in percentage of pupils with SEN receiving one or more fixed period exclusions.
- Reduction in school absence of pupils with SEN.

Effective preparation for adulthood

- Better support received to prepare young people for a successful transition to adulthood.

Better experience of the system

- Planned and well managed transition at key points.
- Parents, children and young people get the right support at the right time and feel that they are listened to and in control of their support, choices, decisions and opportunities.

To be ready for September 2014

- Initiate a review of your school's SEN Policy engaging governors and staff, parents and young people.
- Publish your SEN policy as set out in the SEND Information Regulations 2014.
- Tell parents about the reforms and explain to them how the transition will happen, make staff aware of the reforms and start essential training needs.
- Engage with LA in relation to the development of the local offer & the process for transferring statements to EHC plans.
- Ensure the SENCO has the right qualifications and explore how the SENCO fits into strategic management of the school.
- Have arrangements in place to support pupils with medical conditions.

What schools need to do from Sept 2014

- **Review and refresh:**
 - early identification and assessment of SEND so that it follows the graduated approach. (APDR)
 - the schools procedures for effective engagement to ensure children, young people and parents are involved in decision making and planning.
- **Review**
 - pupils currently on SA/SA+, engaging the child and parent in decision making and planning and being clear about defined outcomes, the extra support that they need, & the impact you expect support to have and by when.
 - how the schools support pupils with SEN with their transition to post-16 education and preparing for adult life.

What the reforms mean for governors (1)

Must:

- have regard to the SEND Code of Practice
- publish information on the school's website about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- ensure that there is a qualified teacher designated as SENCO.
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.

What the reforms mean for governors (2)

Governors must:

- Ensure arrangements are in place in school to support pupils with medical conditions
- Publish information about arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children
- Publish the school's accessibility plan

& Should

- Oversee implementation of reforms and provide strategic support to the head teacher

Ofsted: Inspection framework

- Inspectors inspect mainstream, special schools and pupil referral units using the framework for maintained schools and academies or the framework for independent schools.
- During maintained school inspections, Ofsted inspectors consider the extent to which schools meet the needs of disabled pupils and those who have special educational needs (SEN) using the four key judgements of achievement, quality of teaching, behaviour and safety, and the quality of leadership and management.
- Inspectors evaluate the progress of all pupils, including those whose needs, dispositions, aptitudes or circumstances require expert teaching and, in some cases, additional support. This specifically includes disabled pupils, as defined by the Equality Act 2010, and those who have special educational needs.
- When judging the achievement of disabled pupils and those who have SEN, inspectors consider how much progress they have made since joining the school from their starting points.

Ofsted: What does good provision for children with SEN look like? (1)

- High aspirations for all students, including those who have SEN.
- Ensure those pupils in most need receive the most expert support.
- Focus on enabling pupils to make the best possible progress, and to increase their independence, so that they are well prepared for their futures.
- Leaders ask challenging questions about the progress and attainment of every pupil or young person. They use whatever information is available to compare their pupils' progress against that of other pupils who started at the same level, at the same age, across the country. They do not make excuses for lower rates of progress. They focus on ensuring teaching is strong, that staff meet the needs of all pupils, and provide well targeted challenge in lessons.

Ofsted: What does good provision for children with SEN look like? (2)

- There is a very well-understood view of how to help an individual become self-reliant and independent.
- Ambitions and views expressed by the young people are taken into account when devising the curriculum and style of support.
- The best schools that meet the needs of pupils with the most complex social and emotional needs understand and make use of the community in which the children live as well as the one in which they are educated