

Family Voice Conference 2020



Provision Expected at Special Educational Needs (SEN) Support (PEASS)

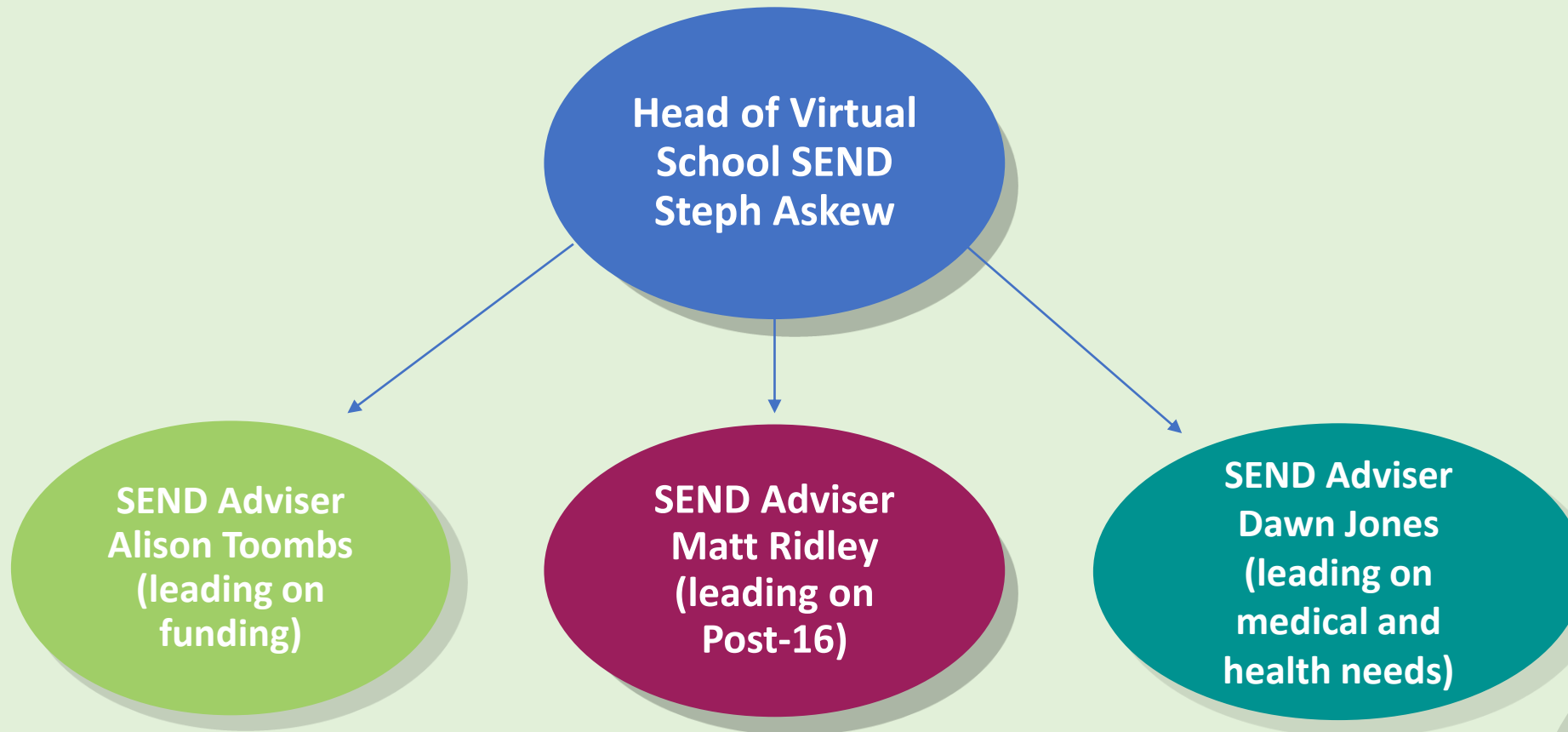
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Dawn Jones - SEND Advisor, Virtual School SEND

Welcome and Introductions



Who are the Virtual School for SEND team?



The Virtual School for Special Education Needs and Disabilities (SEND) is a service for educators.



What does the service do?

Work with mainstream educational settings, including academies and free schools, to support them to meet the needs of their learners with SEND.

Work with other departments in the council and health, to help settings fulfil their duties set out in the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice.

Foster relationships with other agencies working within the field of SEND, including local groups and national organisations.

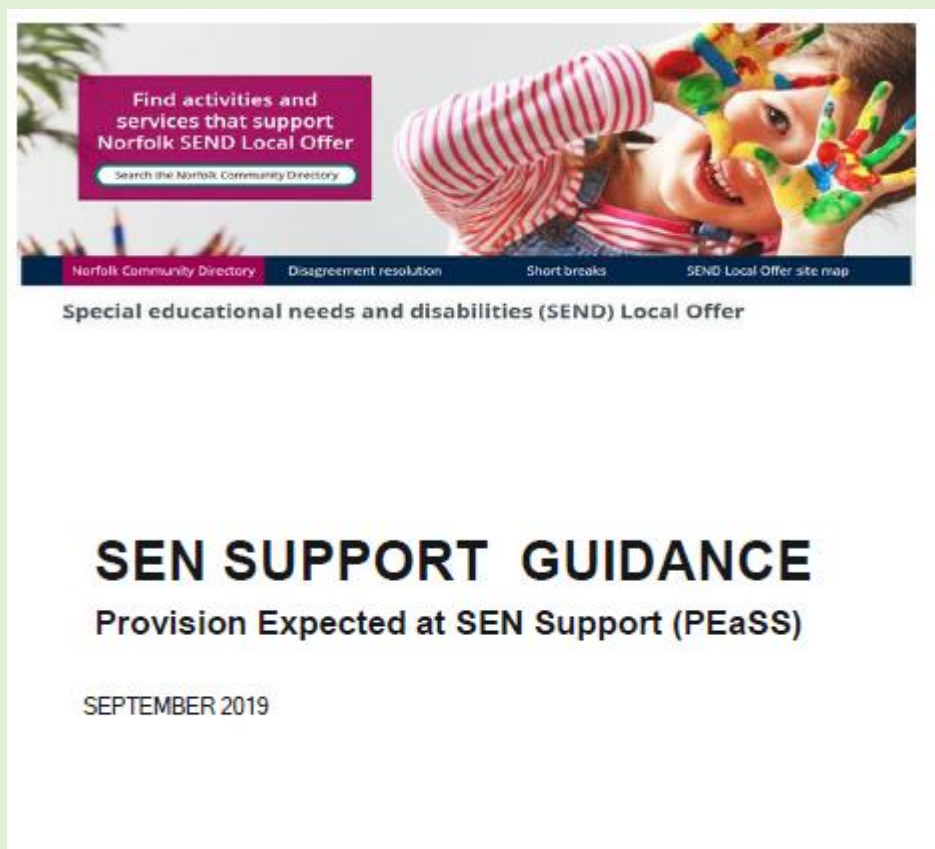
We aim to ensure that all Norfolk educational settings feel supported to develop an inclusive culture for children and young people with SEND.

The Virtual School for Special Education Needs and Disabilities (SEND) is a service for educators.



All our support materials are co-produced in partnership with representatives from parent/carers organisations





What to expect from this workshop

Getting to know the PEASS document with...

- Roles and responsibilities
- What does Quality First Teaching mean?
- A brief overview of needs and provision within the four broad areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional, Mental Health
 - Physical and/or Sensory Needs



Key Legislation



- **Equality Act (2010)**
 - Statutory – legally protects people from discrimination. In education settings, this includes reasonable adjustments for those children with SEND.
- **Children and Families Act (2014)**
 - Statutory – legal protection for children and families
- **SEND Code of Practice (2015) – Section 6 ‘Schools’**
 - Statutory – settings must follow the advice by law.
- **Teachers’ Standards (2012)**
- **Ofsted Education Inspection Framework (2019)**

What does the Code of Practice say?

Special educational provision in settings




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

6.37 **High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.** Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. 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.

Roles and Responsibilities

- Set high expectations and ambitions for *all* pupils, including those with additional needs
- Ensure teaching is good and meets the needs of all learners
- Plan strategically to improve areas of the school (including SEND provision) as needed
- Ensure the environment is safe, calm and well-ordered
- Foster high expectations for behaviour
- Work closely with governors (**pupil information should be anonymous**)
- Ensure information is shared with staff appropriately



**Headteacher
and
Leadership**

Roles and Responsibilities

- Overseeing the day-to-day operation of the school's SEN Policy
- Co-ordinating provision for CYP with SEN and keeping records of this up-to-date
- Liaising with parents of pupils with SEN
- Liaising with the Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach for providing SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with all necessary professionals and agencies
- Planning for effective transitions



SENCo

'In schools the SENCo must be a qualified teacher working at the school... It may be appropriate for a number of smaller Primary schools to share a SENCo employed to work across individual schools...'
(SENDCoP, 2015; pp.108-109)

Roles and Responsibilities

- Adapt teaching to respond to the strengths and needs of all pupils
- Know when and how to differentiate appropriately
- Understand how a range of factors can inhibit pupils' ability to learn and how best to overcome these
- Show awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Understand of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

‘Quality First Teaching’



Teachers

What does Quality First Teaching mean?

There are a number of factors that contribute to QFT including the **ethos and learning environment**; the **curriculum, teaching and learning** and the **staff development**.



What does an inclusive ethos and learning environment look like?

- Works with parent/carers through regular contact/liaison
- Does not discriminate
- Makes reasonable adjustments and/or adaptations
- Promotes positive communication and interactions
- Enables a flexible approach to learning
- Enables learners to be supported through appropriate equipment
- Maximises the use of a range of differentiated learning resources, techniques, strategies and equipment
- Promotes inclusion through planning for and risk assessing to enable full participation across the curriculum of all learners
- Encourages independence and promotes social inclusion
- Prioritises personal care, self-help, independence and dignity
- Complies with the accessibility audit and plan

What must educational settings do?

Use 'best endeavours' to make sure that support is in place meet needs

Have a designated Special Educational Needs Coordinator (SENCO)

Ensure equality of opportunity and access for all learners

Publish a SEN information report every year which explains how they have put in place their SEN policy

Tell parents/carers when they are making special educational provision for a child

Provision Expected at SEN Support



Provides a shared understanding between NCC, parents/carers and educational settings

Co-produced with professionals and parent groups

What educational settings are expected to provide

What parents/carers can expect educational settings to provide

The PEaSS journey

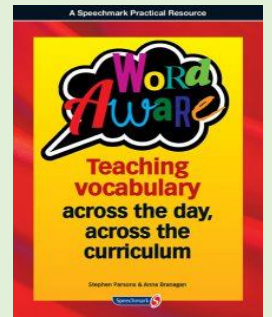
Communication and Interaction needs



Speech, Language and Communication

Attention and Listening
Understanding
Spoken Language
Speech Sounds
Social Communication

Social Communication Difficulties / Autistic Spectrum



Attention and Listening

Difficulty paying attention

Easily distracted

Difficulty with spoken instructions

Difficulty listening whilst 'doing'

Understanding

Difficulty understanding age appropriate instructions

Difficulty with abstract concepts

Difficulty understanding longer and more complex spoken language

Difficulty with certain questions

Spoken Language

Uses smaller range of words and shorter sentences

Uses the wrong word for things

Sounds muddled or disorganized

Unable to use spoken language to convey thoughts, feelings and wishes

Speech Sounds

Difficulty recognising the difference between speech sounds

Misses out sounds from words

Substitutes one sound for another

Difficulties in forming speech sounds

Social Communication

Difficulty using language in social interaction

Difficulties in understanding the rules of conversation

Difficulties maintaining a topic of conversation

Difficulty responding appropriately to non-literal language, irony and jokes

Communication & Interaction NEEDS

Communication & Interaction

PROVISION

Implement daily
personalised /
small group
learning to target
identified area(s) of
need

Consider all other factors that
might be having an impact:

- Hearing
- Distractions
- Seating
- Time
- Vocabulary

Access training
and implement
advice from other
professionals

Use a screening
tool to inform and
plan for next
steps

Ensure parents
are fully informed
and are able to
support any
interventions

Access specialist
ICT equipment –
Access Through
Technology (ATT)

‘Communication
Friendly’
classrooms / use
of visuals

Social Communication Difficulties/Autistic Spectrum Disorder



Cognition, Learning and Behaviours Needs

Uneven learning profile

Difficulty in making connections

Difficulty responding to adult direction

Poor understanding of social conventions

Difficulty showing empathy

Resistance to change

Exhibits signs of distress

Intense special interest

Obsessive behaviours

Social Communication Needs

Difficulty using language in social interactions

Difficulties understanding the rules of conversation

Difficulties in maintaining a topic of conversation

Difficulty responding to non-literal language, irony and jokes

Difficulty with the social use of language, requiring some direct teaching

Difficulty understanding visual and written inference (reading between the lines)

Social Communication Difficulties/Autistic Spectrum Disorder PROVISION



Engage with
resources for
early
intervention,
such as portage

Make reasonable
adjustments
enable CYP to
cope with
anxiety related
issues

Deliver
interventions to
develop social
communication
skills

Be aware of the
constraints of testing
when ascertaining a
CYP's cognitive ability,
attainment and progress
and being flexible in
approach to meet the
needs of individuals

Make
reasonable
adjustments to
the learning
environment

Incorporate time
for sensory
circuits

Use ICT
resources
appropriately
and effectively

Use alternative
means of
communication

Request
support from
ASD specialists

Cognition and Learning needs

- development/progress in learning is at a slower rate and additional support is needed
- attaining at a level significantly below age-related expectation
- evidence to suggest that the gap between the CYP and their peers is increasing



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Cognition and Learning

PROVISION

Differentiation

Use of approaches/
materials for
students with
Specific Learning
Difficulties (SpLD)

Access to adults
who are skilled and
experienced in
supporting students
with general and
specific learning
difficulties

Assessments
that focus on
how the pupil is
learning

Effective use of
IT equipment to
support
learning

Task Plan

What do I need?	1	4
	2	5
	3	6

What do I need to do?

1 _____ ☐

2 _____ ☐

3 _____ ☐

Anything else? _____ ☐

Reward _____

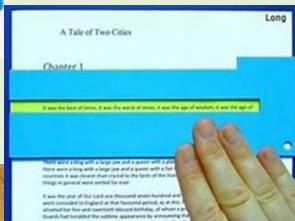
How long? 



Use of other
equipment

Materials which
reduce or
support note
taking

Use of visuals to
support
organisation



Sensory or Physical needs

What might this look like...

- Hearing impairment
- Visual impairment
- Multi-sensory impairment
- Physical needs



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Hearing Impairment PROVISION



**Whole school
or specialist
training**

**Personalised and
differentiated
individual, paired
or small group
learning**

**Support from
Virtual School
for Sensory
Support**

**Specialist assessments
from appropriate
professionals e.g. VS SS,
occupational therapists,
hospital / school nursing
team referrals, speech and
language therapist**

**Radio aids and
soundfield
systems**

**Support with
assisted aids**

**Training around
specific aids to
staff**

**Consideration
to improve the
acoustic
environment**

**Follow
professional
advice from
reports**

Visual Impairment / Multi Sensory Impairment PROVISION



Whole school
or specialist
training

Personalised and
differentiated
individual, paired
or small group
learning

Support from
Virtual School
for Sensory
Support

Specialist assessments
from appropriate
professionals e.g. VS SS,
occupational therapists,
hospital / school nursing
team referrals, speech and
language therapist

Follow
professional
advice from
reports

Adapt resources
e.g. use of different
fonts, **text colours**,
larger print

Adapt teaching
strategies

Audit and adapt
the classroom
environment

Use of assistive
technology

Physical Impairment PROVISION



Whole school
or specialist
training

Personalised and
differentiated
individual, paired
or small group
learning

Support for eating
and drinking
(provided by speech
and language
therapists or doctors)

Support from
Virtual School
for Sensory
Support

Adapted
chairs and
furniture

Access to
keyworker (if /
when
appropriate)

Specialist assessments
from appropriate
professionals e.g. VS SS,
occupational therapists,
hospital / school nursing
team referrals, speech and
language therapist

Reasonable
adjustments and
provision of
specialist
equipment e.g.
hoists, health care
plans

Support for
activities
recommended
by occupational
therapists or
physiotherapists

Technology to
access the
curriculum e.g.
ATT referral

Social, Emotional and Mental Health (SEMH) needs

Mental health is a growing concern amongst children and young people

Children with disabilities and diagnosis often have associated social, emotional and mental health difficulties e.g. autism or ADHD and anxiety

What might this look like...

- Low self-esteem
- Disruptive behaviours
- Withdrawn or isolated
- Poor concentration
- Attention seeking behaviour
- Poor organisational skills
- Poor relationship building skills
- Avoiding tasks or learning
- Difficulties with sharing and turn taking
- Poor attendance
- Not accepting responsibility
- Verbal and / or physical aggression towards peers and / or adults
- Run or abscond
- Challenge rules or authority, or may find working within established rules and routines difficult



POINT 1



Need to understand what the root causes which are resulting in the behaviours might be...

Root and Fruits



Behaviours

Feelings

Experiences



Social, Emotional and Mental Health PROVISION

Whole school
training

Whole school
curriculum
approaches
e.g. PATHS

Alternative
learning spaces,
or an option to
access a different
space

Referrals to health
services e.g. Point
One, CAMHs, Norfolk
Early Help, MAP, Just
One Number

Personalised and
differentiated
individual, paired
or small group
learning

Adapted strategies for
teaching and learning e.g.
shorter differentiated
tasks, activity breaks,
visual timetables and
resources



Specialist assessments
from appropriate
professionals e.g.
educational or clinical
psychologists, SEMH
specialist teachers

Access to in-school
support provided by
school staff e.g.
Mental Health
Champion, Nurture
Provision, THRIVE,
ELSA

Access to in-school
support provided by
external specialists
e.g. Benjamin
Foundation, Break,
Resilience Team

PEaSS Posters

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 Provision Expected at SEN Support (PEaSS) Speech, Language and Communication Needs (SLCN)		
<p>Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they don't understand some instructions or communication. The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with any, some or all of the different aspects of speech, language or social communication at different times of their lives' (NORFOLK, 2016, p.1)</p>		
<p>Identify all professional for consultation</p> <p>e.g. Communication Pathway Consultant</p> <p>Use an available tool to find out who they are and who they may refer to. e.g. Communication Pathway Consultant</p> <p>Use the Communication Trust Communication Pathway Consultant resources to help staff understand the progression through ages and stages</p>	<p>Suggested Who to Settle a Prognosis:</p> <p>Use a Communication Pathway Consultant to enable teachers to identify need and plan provision</p> <p>Implement a whole school approach e.g. Communication Pathway Consultant</p> <p>Ensure that the curriculum enables the development of speaking and listening skills and vocabulary e.g. Communication Pathway Consultant</p> <p>Have a copy of the Communication Pathway Consultant available in all schools</p>	<p>Provision Training for all staff to develop understanding and confidence around supporting SLCN</p> <p>Use consistent visuals across the setting to reinforce key routines and expectations and to support learning</p> <p>Support parents/carers by providing resources and sources of information and support e.g. Provision Training</p>
<p>Suggested SEND Support Strategies in the classroom:</p>		
<p>Confess with parents / carers that learning has been difficult</p> <p>Begin work on areas to support learner's existing knowledge and experience</p> <p>Use visual summaries of classroom visual aids, like charts, diagrams, notes, clip-art</p> <p>Keep work in focus, simple and work on it in order you see in the classroom</p> <p>Get learner into exchange of topics of communication / presentation e.g. "Now we are going to talk about..."</p>	<p>Actively teach learner strategies for oral to say and understand they don't understand</p> <p>Put up a list of key vocabulary for opportunities to use in lessons and teach the meaning of each word</p> <p>Use time for "partner talk" before expecting learner to answer questions</p> <p>Use visual aids to support spoken language and text e.g. Communication Pathway Consultant</p> <p>Use learner's own time (at least 15 minutes) to prepare and time of presentation, sign-off, etc.</p> <p>Make questions clearly (asked whether to answer closed questions)</p>	<p>Create a 7 page profile/working parents/carers and the learner identifying how best to support</p> <p>Use learner's name before asking a question or giving an instruction</p> <p>Provide scaffolding for talk (e.g. talk prompts, key phrases) and writing (e.g. writing frames, word lists)</p> <p>Check for understanding ask the learner to tell you what they have to do</p> <p>Allow extra time to complete tasks and be aware of the additional support the learner may experience / may experience</p>
<p>Suggestions for the SEND Co</p>		
<p>Use a Communication Pathway Consultant to enable impact and plan next steps / provision</p> <p>Continue the cycle of support (assess, plan, do, review) while specialist aid is sought</p> <p>Consider a Communication Pathway Consultant (CPC) referral for advice, support and continuing e.g. PICS</p>	<p>Use a Communication Pathway Consultant to enable impact and plan next steps / provision</p> <p>In KS2/SEND or SLG, speak to your link speech and language therapist from SLCN</p> <p>Consider outreach advice and support from an appropriate SEN Communication Pathway Consultant (CPC)</p>	<p>Access training required to deliver interventions e.g. Communication Pathway Consultant, Communication Pathway Consultant</p> <p>Consider referral to Speech and Language Therapy e.g. Communication Pathway Consultant</p> <p>Support parents/carers to "Communication" section of Communication Pathway Consultant</p> <p>Look on the Norfolk SEND Local Offer for further support</p>

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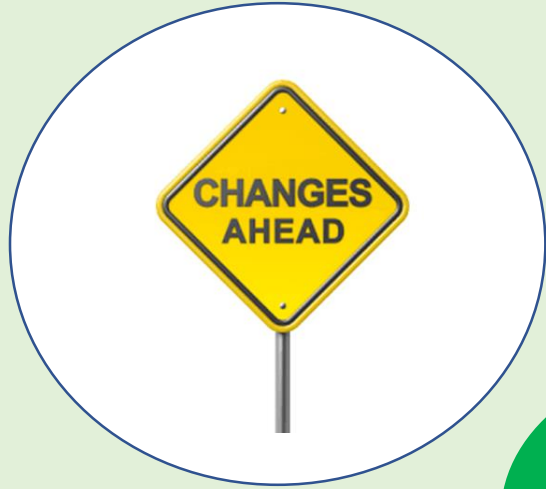
The Graduated Response



How are parents/carers involved?

How are children and young people involved?

Transition



Home to
nursery

Nursery to
school

Infant to
Junior

Class to
class

Primary to
Secondary

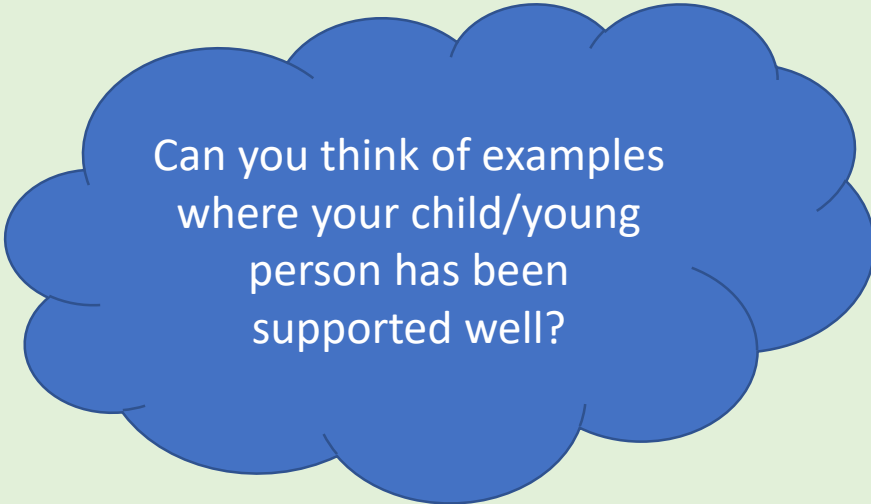
Post-16

Mid-year

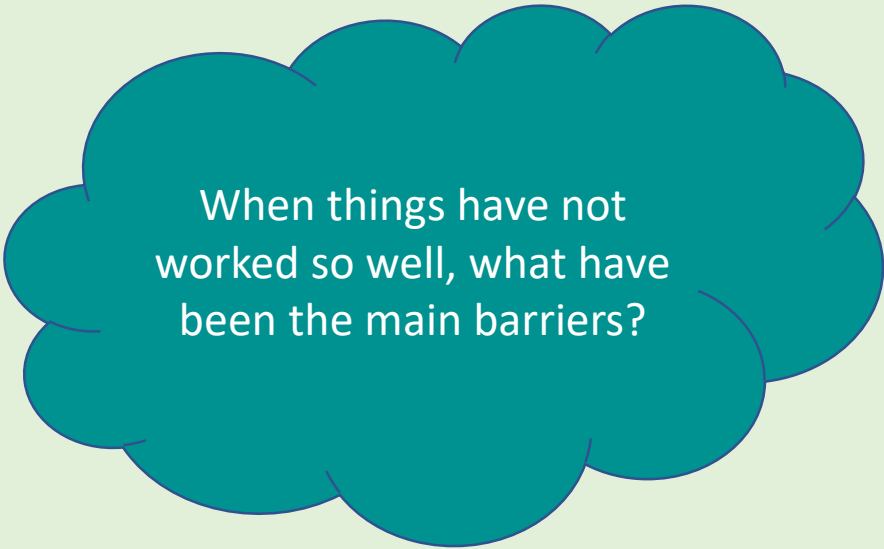
Norfolk 'Best Practice' guidance in development for

- Professionals
- Parents/carers
- Children and young people

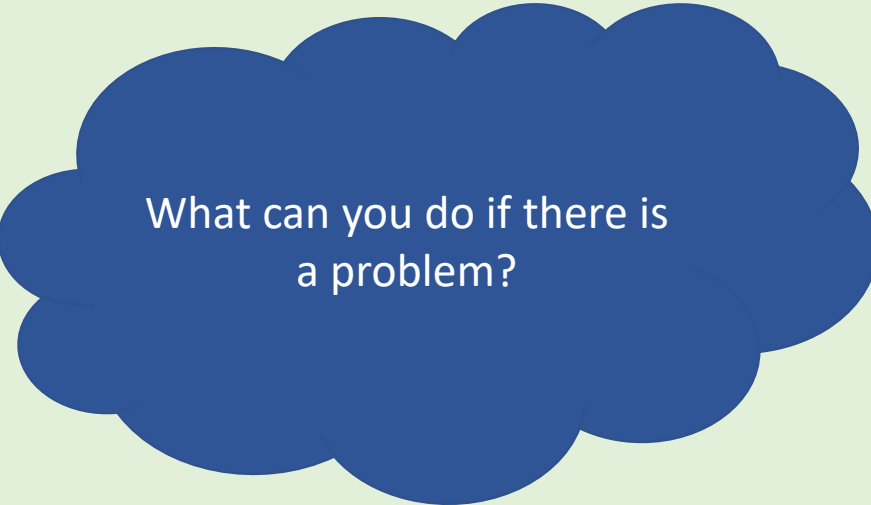
Reflection time

A blue cloud-shaped bubble with a black outline, containing text.


Can you think of examples
where your child/young
person has been
supported well?

A teal cloud-shaped bubble with a black outline, containing text.

When things have not
worked so well, what have
been the main barriers?

A dark blue cloud-shaped bubble with a black outline, containing text.

What can you do if there is
a problem?

A light green cloud-shaped bubble with a black outline, containing text.

How can we share good
practice?

10 questions for a parent/carer to ask or consider:

1

What is the school ethos with regards to SEND?

2

Do all staff understand the needs of my child? Are they consistent in their approach?

3

Does the setting have a clear picture of my child: strengths, interests, history? Has anyone asked for my child's view?

4

What support is available for my child, for me and my family?

5

Does the setting know what behaviours, if any, manifest and what the triggers are? Have you talked to me about this?

6

Have my child's needs been considered to ensure that assessments are appropriate, accurate and informative?

7

How will we be involved in the assess>plan>do>review cycle?

8

How do you make sure the setting environment enables my child to learn and achieve?

9

How will we be supported in times of change or transition?

10

Who can I talk to if I am worried about something? How and when can I get hold of them?

Thank you for listening

Any questions?