

# Special Education Needs & Disability (SEND)

## Identifying pupils with SEND:

A pupil has Special Educational Needs if their learning difficulty/disability requires special educational provision different from or additional to that normally available.

Many safeguarding issues may overlap with a pupil's SEND needs.

## Education settings should:

- Assess and respond quickly to each pupil's current skills & level of attainment on entry
- Build on information from previous settings and key stages
- Consider whether a pupil has a disability under the Equality Act 2010 & what reasonable adjustments are needed
- Listen to, understand & address pupils, parents & carers knowledge & concerns
- Assess pupils with emotional and/or behaviour issues for undiagnosed learning or communication difficulties or mental health issues
- If housing, family or other issues are present, consider a multi-agency approach using a [Family Common Assessment](#).
- Consider whether bullying, bereavement etc. are having an impact on well-being
- Look carefully at all aspects of a child or young person's performance to establish whether lack of progress is due to limitations in their command of English rather than having special needs

## There are four broad areas of need which help settings to plan & review the support provided:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

**Your SEND policy** must be set out in clear, straightforward language & easily accessible by young people and parents.

Schools should publish information on their websites about:

- The implementation of their SEND policy
- The names of staff in school for pupils, parents or carers to talk to if they have concerns

## Improving outcomes - settings should:

- Support pupils with SEND, whether or not they have an EHC plan
- Designate a SENDCo to co-ordinate provision & liaise with parents & carers
- Ensure that pupils with SEND can take part in all activities at the setting
- Follow the statutory guidance '[Supporting pupils with medical conditions at school](#)'
- Understand & follow the [Equality Act 2010](#) including reasonable adjustments, providing aids & services, & preventing disadvantage
- Prevent discrimination, promote equality of opportunity and foster good relations
- Ensure a member of the governing body has specific oversight of SEND arrangements
- Regularly review & record the use of SEND expertise & resources to improve provision
- Involve parents & carers in decisions to obtain specialist advice about support & intervention
- Consider a range of support, equipment, strategies & interventions to support progress

## Principles in practice include:

- Taking all views into account
- Consider whether parental vulnerabilities affect their understanding of the child's needs
- Enabling everyone to take part in decisions
- Working with all agencies to provide support
- Identifying need
- High quality provision to meet those needs
- Inclusive practices & removing barriers
- Helping pupils to prepare for adulthood

**Chapter 1, [SEND Code of Practice: 0 to 25 years](#)**

## Safeguarding training:

SENDCos are welcome to attend the [Sheffield Children's Safeguarding Partnership 'Advanced' level safeguarding training](#) for education settings. Follow the link above.

## SEND pupils in alternative provision:

Where the education of a SEND pupil is with an Alternative Provider it must follow the pupil's EHC plan. If no plan is in place the provider should employ an appropriate response to their needs.

## Working Together:

Local authorities have a duty to ensure, & partners have a duty to co-operate with, the provision of good quality & well integrated services from educational, training, health & social care agencies to promote wellbeing for children & young people with Special Education Needs and Disabilities (SEND).

This requires close co-operation between all partners to research, plan, commission & review services.

Schools will contribute to the educational provision described in the [Sheffield's SEND Local Offer](#) and take part in wider strategic planning for education in the local area.

## Education, Health & Care Needs Assessment:

If an education setting has a pupil with significant needs requiring immediate specialist assessment & intervention which the setting is unable to provide, it can make a request for an EHC Needs Assessment from the Local Authority.

### Education settings must:

- Co-operate in carrying out the assessment & the development & review of an EHC plan
- Admit a young person to the school & provide educational support if specified in the plan

For more information go to: [Education, health and Care Needs Assessment](#).

## Preparing for adulthood - all pupils should be:

- Supported to prepare for adult life & achieve employment, independent living, health & community participation
- Included in all activities, social groups, friendship networks & community activities, particularly when transferring from one phase or setting to another.

## Looked after children (LAC):

Around 70% of looked after children have some form of SEND, and it is likely that a significant proportion of them will have an EHC plan.

All education settings must appoint a LAC Designated Teacher who works closely with the SENDCO to ensure that the implications are fully understood by relevant school staff.

Local authorities must promote the educational achievement of LAC/previously LAC children wherever they are placed and appoint a Virtual School Head (VSH) to lead a team which tracks their progress.

## The right to make decisions:

At the end of the academic year in which they turn 16, young people have some rights to make requests & decisions independently of their parents/carers (Children and Families Act 2014).

Parents & carers can continue to support young people or act on their behalf with the agreement of the young person (dependent on mental capacity).

In most situations parents & carers will remain closely involved particularly where there are concerns about a pupil's behaviour or welfare & in discussions about the young person's studies.

**Although the Children and Families Act 2014 transfers some rights directly to young people from the end of compulsory school age, this does not necessitate any change to a school's safeguarding or welfare policy.**

## Military Service children:

The [Children's Education Advisory Service \(CEAS\)](#) provides advice to Service parents, educational settings & local authorities about SEND issues.

Children may face difficulties that are unique to the nature of their serving parent's employment, e.g.:

- Relocating more often & sometimes at short notice needing transitions to be well managed to avoid delays in assessing & meeting needs
- Deployment to operational arenas resulting in anxiety, dips in educational performance and/or emotional difficulties.

### Education settings should ensure that:

- The impact of their policies, administrative processes and patterns of provision do not disadvantage such children
- All SEND & safeguarding records transfer quickly between education settings in the UK and overseas, to enable effective planning
- All reviews explicitly consider Service-related issues
- Access to assessments, interventions & provision is determined on the nature, severity & complexity of the needs presented and not to the amount of time left in a particular school
- They consider how the Service Pupils' Premium is used to improve SEND provision
- The Ministry of Defence has developed a [Pupil Information Profile for military service children](#).

*Chapter 10, Children & young people in specific circumstances, [SEND Code of Practice. 0 to 25 years](#)*