
Inclusion Training for NQTs Spring 2021

Anne Davison– SEND and Inclusion Advisor

Special Educational Needs

1 hour on SEN and Inclusion

Short Break

Half an hour on the
Traveller Education and
Advice Service.

SEND Code of Practise

Legal Document for all Schools

Teachers, SENCo and school management all have legal responsibilities arising from this document.

‘ Every Teacher is a teacher of Special Needs’

In force from September 2014 – updated Jan 2015

Review of the SEND Code of Practise

There is a review of the SEN Code of Practise – classroom teachers should expect more scrutiny.

Deep dive methodology applied by Ofsted will also apply higher levels of scrutiny on how your curriculum is matched and modified to meet the needs of all learners.

How are you closing gaps in knowledge for your learners with additional needs?

If SEN learners are not being supported and progressing, it is difficult for a school to gain an 'Outstanding' grade from Ofsted.

"A child or young person has SEN if they have a **learning difficulty or disability** which calls for 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
- 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

What do we mean by vulnerable students?

Groups that are recognised at government level as having barriers to learning that impact significantly on their ability to progress and achieve.

Students with Special Educational Needs

Students in receipt of the Pupil Premium Grant (FSM Ever 6)

Looked After Children (LAC)

Government guidance

Children and Families Act 2014 – specifically the SEN Code of Practise (updated Jan 2015)

Pupil Premium – Conditions of Grant 2017-18

Equality Act 2010

Promoting the Education of Looked After Children – July 2014

[Exclusion from maintained schools, academies and pupil referral units in England - September 2017](#)

[School admissions guidance 2014](#)

[Keeping Children Safe in Education \(September 2018\)](#)

These are all statutory guidance documents, which means all schools, regardless of status **must** follow the principles and practise they outline.

The Darlington context

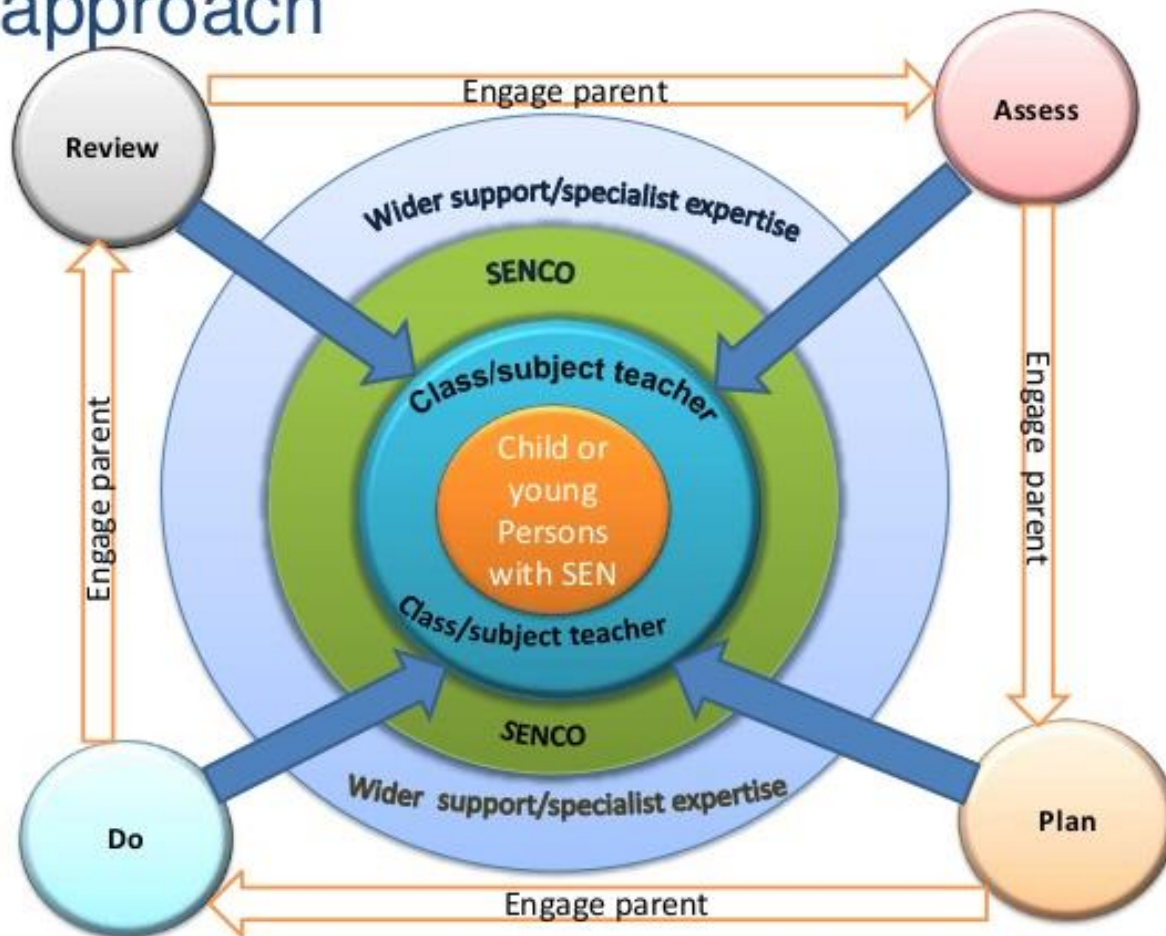
In our Local Authority the achievement gap between our most disadvantaged students and our more advantaged students is vast – in fact it is among the largest achievement gap in the country.

The students whose achievement is worst in our community is Pupil Premium boys with SEN.

74% of all EHC Plans belong to boys

Darlington has nearly 800 children with an Education, health and care plan, and this is higher than the national average.

3. The reform vision: A whole school approach



“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. 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.” 6.37

Background

Over the last 3 years months, work with SENCos, and the Darlington Parent Carer forum has identified a gap in consistency of provision across Darlington at SEN Support Level.

There are clear, legal processes in place which specifies the support that a high needs child must receive, and this is outlined in an Education, Health and Care Plan.

The way that students who have special educational needs have their support structured is largely left up to schools, although the SEN Code of Practise outlines clearly the expectation that the response to students with Special Educational Needs is graduated.

Code of Practise is very clear that the beginning of any educational support plan for a child starts with mainstream class teaching and graduates from there as appropriate.

All children have the right to be taught in an inclusive environment with their peers this philosophy is enshrined in the Code of Practise, and parental choice to have their child taught in a mainstream school is similarly enshrined in law.

Documents have been created to support schools, parents and other professionals in recognising their responsibility to provide high quality support for children and young people with SEN.

This enables all professionals, teachers working at classroom and management level, parents, children and their families, to get a clearer idea of what can be expected.

Middle Leaders and those with the responsibility to monitor the effectiveness of teaching and learning must have regard to the Code of Practise

4 Areas of Need in the Code of Practise

Communication and interaction








- ASD
- Speech, Language and Communication

Cognition and learning

Social, emotional and mental health

Sensory and/or physical needs.

Darlington SEN Ranges

-  Range 1 - School based responses – Universal mainstream
-  Range 2 – School based responses – Universal/Targeted mainstream
-  Range 3 – School based responses – Targeted mainstream
-  Range 4 – Targeted/Specialist either in mainstream or specialist additional resource
-  Range 5 – Specialist Resource/ Special School
-  Range 6 - Special School
-  Range 7 – Highly Specialist Provision possibly 24 hours.

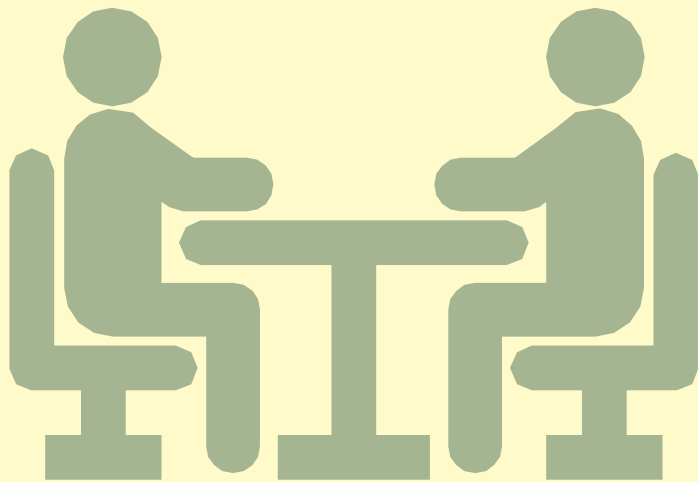
<https://www.darlington.gov.uk/education-and-learning/darlington-special-educational-needs-service/additional-information/information-for-sencos/send-ranges/>

Funding

Additional Funding for students with SEN does not start until range 4 – and the expectation is that it will be students in Range 4 and above who will have an EHC.

All students with an EHC Plan in Darlington will be given funding that is aligned with their Range.

Students will be allocated funding according to their highest Range, but they may have needs in more than one Range.



How you would use them to collect evidence on an individual student?

How you would use them in team meetings?

How you would use them to write policies?

How you would use them as part of department/curriculum Self evaluations and/or School Improvement plans?

How you would use them to support struggling staff members?

How you would use them to identify students with high needs?

How you would use them to discuss the needs of a student with the SENCO and SLT?

What the impact of the Ranges may be on curriculum planning and delivery.

Admissions of SEN

All children whose statement of special educational needs (SEN) or Education, Health and Care (EHC) plan names the school must be admitted.

Schools are first consulted when the parent chooses them , or the LA determines that they can meet a child's needs, but if they refuse to admit a child then the LA may decide to name anyway, and the school must then admit the child.


Where the LA deems that a school can meet the needs of a child, and where parental preference is for the child to attend a school.

Exclusions Guidance

Published guidance in September 2017.



There is a clear thread across all documents that schools should show how they have supported children and young people prior to them getting to a crisis point.



You must provide evidence on how you have tried to support a child prior to exclusion.

Tribunals update

Child with ASD who displayed violent and aggressive behaviours was permanently excluded from a school.

His parents took the school to tribunal on a charge of disability discrimination.

They argued that his violence was a symptom of his dysregulation as a result of his disability (in this case, autism.)

The Tribunal ruled that the schools behaviour policy was discriminatory and the exclusion was over ruled.

Potential development

The government, Ofsted and the Dfe are making comments about the inflexible nature of Behaviour Policies.

It could be that in the future there is an expectation that schools are ore flexible in their approach to recognising that some behaviour is as a result of the diagnosed disability of a child.

HOWEVER....schools minister Nick Gibb is an advocate of a zero tolerance policy, so there are some mixed messages in this area.

Safeguarding

P27 Children with special educational needs and disabilities

107. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

being more prone to peer group isolation than other children;

the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider **extra pastoral support for children** with SEN and disabilities.

Looked After Children



Child in Need

A child will be considered as a child in need when:

They are unlikely to achieve a reasonable standard of health or development, without the provision of appropriate services;

Their health or development are likely to be significantly impaired or further impaired without the provision of appropriate services;

They are disabled.

Section 17 Children Act 1989

Section 17 Children Act 1989 is not intended to be a route into the 'looked after' system – if a Local Authority is providing accommodation under this section, the child will not be a 'looked after' child under the meaning of section 22 of that Act (General duty of local authority in relation to children looked after by them).

The power to provide accommodation under section 17 is usually used for children needing to be accommodated with their families.

Section 20

Section 20 requires the Local Authority to provide accommodation for a child who requires accommodation where:

there is no person who has Parental Responsibility for the child; (Voluntary – PR stays with the parents)

the child is lost or abandoned;

the person who has been caring for the child is prevented (whether or not permanently and for whatever reason) from providing them with suitable accommodation or care;

the child is over 16 and the Local Authority considers their welfare is likely to be seriously prejudiced without accommodation.

Section 31

section 31 Children Act 1989 – makes a child subject to a care Order.

This is mandated by the courts – 51% of PR is given to the child's Social Worker.

To make a Care Order, the court must be satisfied that certain '**threshold criteria**' have been met:

that the child concerned is suffering or is likely to suffer **significant harm**, AND

the harm, or likelihood of harm is attributable to:

- the care given to the child, or likely to be given to him, if the Order were not made, not being what it is reasonable to expect a parent to give; or
- the child being beyond parental control.

where a child has been removed from the parents or carers under an Emergency Protection Order and is then potentially subject to an Interim Care Order and care proceedings;

where a child has been removed from their home under a Child Assessment Order;

where a child has been removed to suitable accommodation under police protection ([section 46 Children Act 1989](#));

where a juvenile has been remanded in care and refused bail; and

where a juvenile is subject to a Supervision Order which includes a provision that they reside in Local Authority accommodation.

So when are children 'Looked After'?

Being accommodated under [section 20 Children Act 1989](#)

Being made the subject of a Care Order under section 31 Children Act 1989.

Calvin Kipling Virtual School Head for Darlington.

Sophie Newton Virtual School Education Officer

Gill Etherington Virtual School Education Officer

Barriers to learning

Complex trauma

Observed violence/ victims or perpetrators.

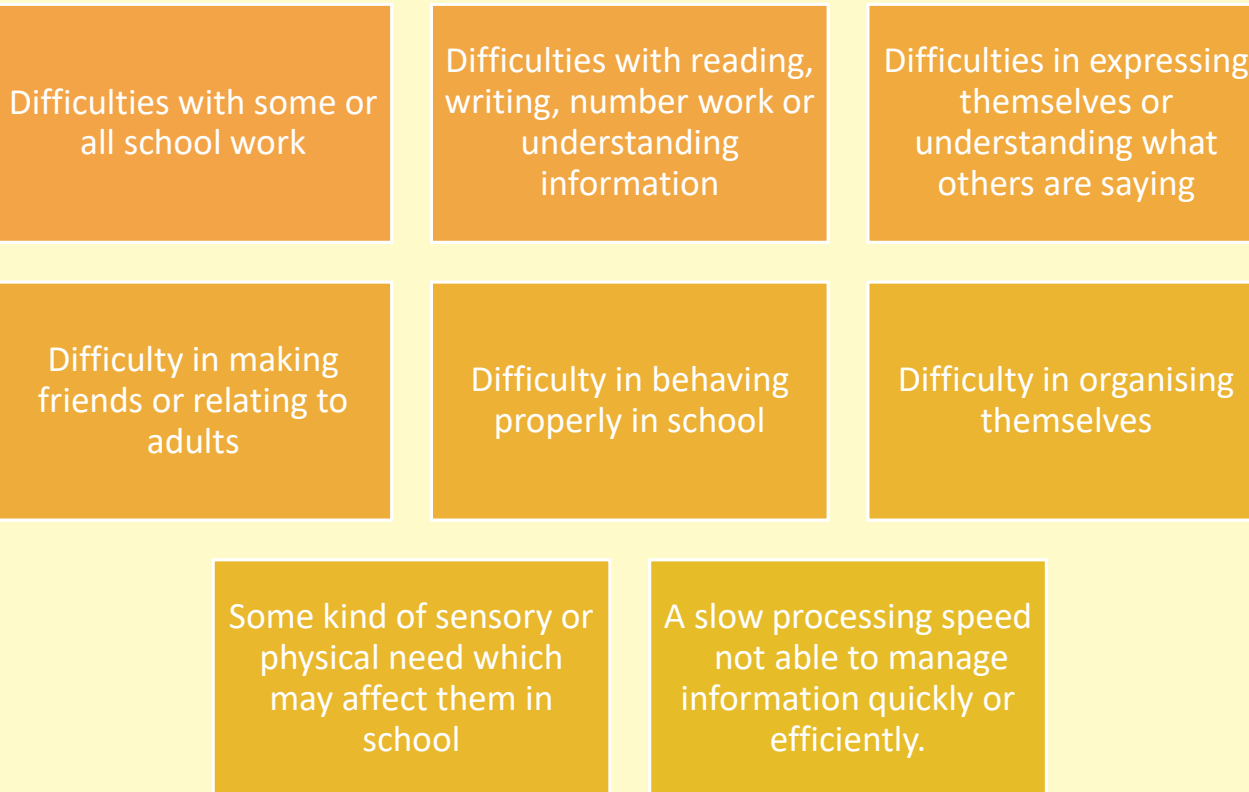
Dysfunctional relationships with parents and siblings

Lack of understanding of social relationships.

Expectation that adults will not stay in their lives

Attachment issues

Students with SEN present with...



ADHD

Attention deficit hyperactivity disorder (ADHD) is a group of behavioral symptoms that include inattentiveness, hyperactivity and impulsiveness.

This comes from a medical diagnosis, following a review by a GP, a referral to CAMHS is done, and they complete an assessment there.

ADHD is commonly medicated – these medications aren't a permanent cure for ADHD, but may help someone with the condition concentrate better, be less impulsive, feel calmer, and learn and practice new skills.

Young people who have ADHD are at an increased risk of alcohol or drug use, and are twice as likely to be involved in a car accident as young people the same age without ADHD

Dyslexia (SPLD)

Dyslexia is a specific learning difficulty that can cause problems with reading, writing and spelling.

Umbrella term that lies over dozens of different learning behaviors.

Dyslexia affects the way information is processed, stored and retrieved, with problems of memory, speed of processing, time perception, organization and sequencing.

Dyslexia is diagnosed through a specialist assessment.

Students may not take in the meaning of what they are reading although they can read fairly swiftly and accurately.

Students often know more than can be committed to paper.

Autism

Autism is a lifelong developmental disability that affects how people perceive the world and interact with others.

Autism is as a result of a medical diagnosis, currently completed through CAMHS.

Difficulty communicating and forming relationships

Difficulty in understanding social norms and rules

Can present some issues with language and abstract concepts, e.g away with the fairies, feeling volcanic with rage.

1 in 100 people are Autistic, diagnosis has increased over the last 2 decades.

More likely to affect men than women.

Processing Difficulties

Processing disorders, like auditory processing disorder, visual processing disorder, and sensory processing disorder are caused by a deficiency in a person's ability to effectively use the information gathered by the senses.

These are often diagnosed following referrals from schools, or as a result of a child's failure to meet developmental milestones in infancy.

problems with the processes of recognizing and interpreting information taken in through the senses.

The two most common areas of processing difficulty associated with learning disabilities are visual and auditory perception.

Attachment

Most children with attachment disorders have had severe problems or difficulties in their early relationships. They may have been physically or emotionally abused or neglected.

Some have experienced inadequate care in an institutional setting or other out-of-home placement. Examples of out-of-home placements include residential programs, foster care or children's homes. Others have had multiple traumatic losses or changes in their primary caregiver.

Speech and Language



A YP with speech, language and communication needs:

Might have speech that is difficult to understand

They might struggle to say words or sentences

They may not understand words that are being used, or the instructions they hear

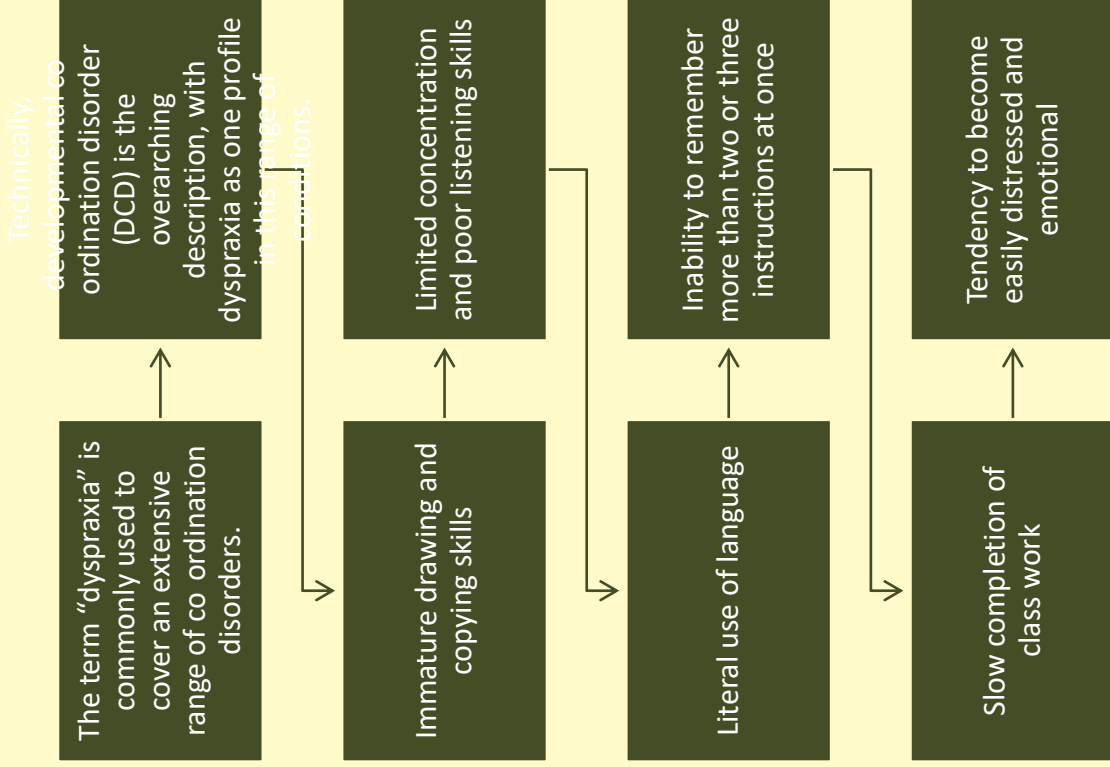
They may have difficulties knowing how to talk and listen to others in a conversation

Improper use of words and their meanings

Inability to express ideas

Inappropriate use of grammar when talking or writing

Inability to follow directions



Developmental Coordination Disorder

Structured approach to writing tasks writing frames

Calm, non confrontational environment, with some blank spaces on walls.

Focused approach to questioning through use of Blooms

Child centred approach based around interest and need.

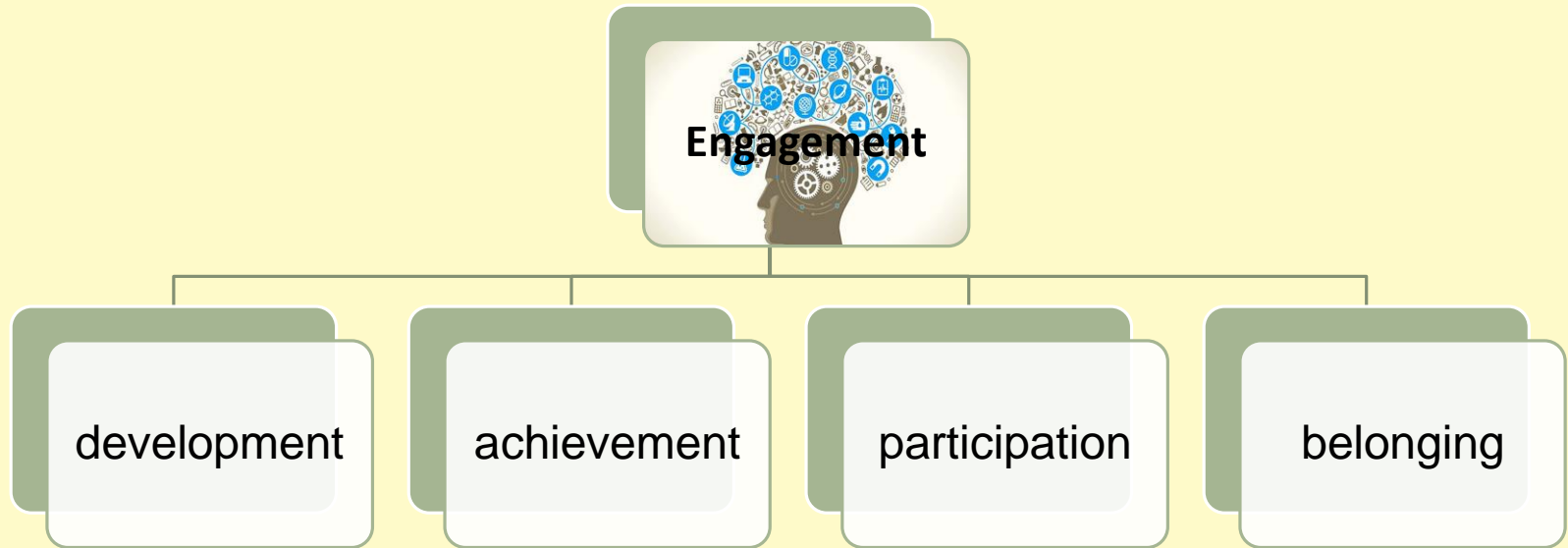
Embed literacy support for all without making the child request it.
Table mats need to adapt for older learners

Kagan structures forms of learning that requires a high level of interaction between students.

High levels of flexibility with a structure that the students understand.

Reinforced use of language, keywords, instructions etc.

Classroom adaptations



Thank you!

Ask me any questions...

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