

Coventry Headteacher's Induction Programme:

Making a Difference to Children with SEND in Coventry Schools





Coventry SEND

The Drive for Inclusive Systems



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A moment of reflection: SEN - the story so far.....

1980 Categories of Handicap -

- Blind
- Partially Sighted
- Deaf Handicap
- Partially Hearing
- Educationally Sub -normal (M/S)
- Maladjusted
- Delicate
- Epileptic
- Physical
- Speech Defect
-ineducable

2024 Four broad areas of need

- Communication and interaction. ...
- Cognition and learning. ...
- Social, emotional, and health difficulties.
- Sensory and/or physical needs.



SEN - the story so far....



Warnock Report (1978)

[Mary Warnock Interviews](#)

Education Act 1981 - introduced

- Concept of Special Educational Need
- Statementing Procedures

Education Act 1993 -

- SEN Code Of Practice (1994)
- Parental Appeals heard by Tribunal
- Parent Partnership Services

The SEN and Disability Act 2001 -

- Revised SEN Code of Practice
- Strengthened right to mainstream
- Disagreement Resolution Service
- Disability Discrimination Duties
- SEN/Disability Tribunal (SENDIST)
- The 1988 Education Act established the National Curriculum and a system of league tables
- Baroness Warnock described things as getting worse and called for reform



The truth of the matter

- The Warnock Report 1978, followed by the 1981 Education Act, radically changed the conceptualisation of 'special educational needs'
- It introduced the idea of special educational needs (SEN), "statements" of SEN, and an "integrative"—which later became known as an "inclusive"—approach
- The Warnock Framework was introduced under the 1981 Education Act but with no additional funding for the new processes involved in statementing or teacher training
- The 2014 Children and Families Act introduced EHC Plans but with limited additional funding for the new process and nothing for teacher training.



The Legal Test

There is a legal duty to ensure that all children are educated in a mainstream setting, unless:

- a mainstream school cannot meet the child's assessed needs and arrange specified provision, despite reasonable adjustments
- the education of other children currently at the school would be detrimentally affected, despite reasonable adjustments
- the cost of the placement would not be 'an efficient use of public resources'.



Critical Success Factors

- ✓ Culture, practice, management and use of resources in school should be designed to ensure all children's needs are met = leadership at all levels
- ✓ LAs and schools should exploit good/best practice when devising interventions for pupils with SEN
- ✓ Inclusion should be pre-emptive – you need to plan for children who may attend your school in the future
- ✓ Schools must publish information on their websites about their arrangements for meeting the needs of pupils with SEN. This includes their SEN Policy and SEN Information Report
- ✓ Children cannot be excluded from school life:
 - Full-time attendance
 - Being educated alongside their mainstream peers
 - Extra-curricular activity, school trips etc
 - Any aspect of the curriculum e.g. sport



Continuum of Assessment – assess, plan, do review



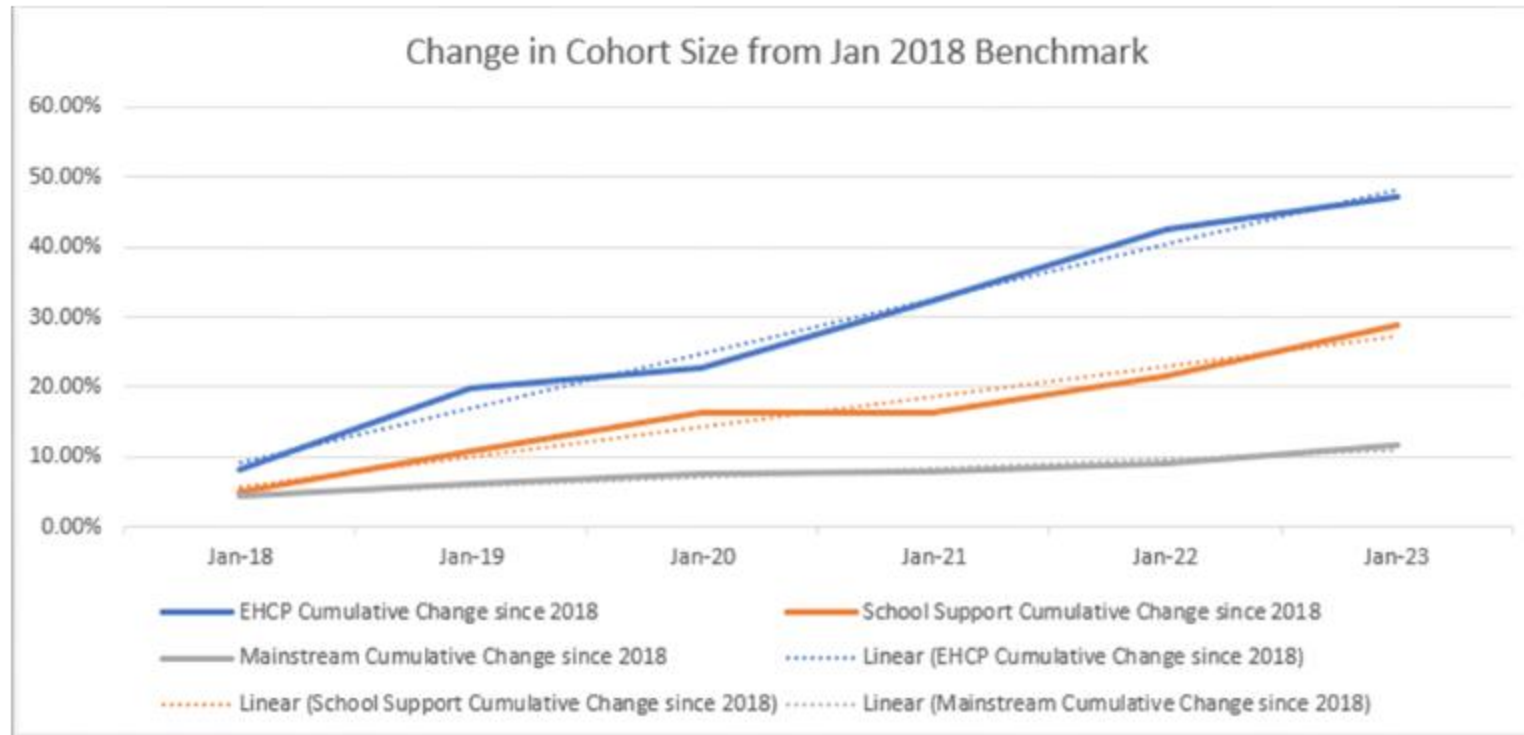
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The Local Position and Future Plans



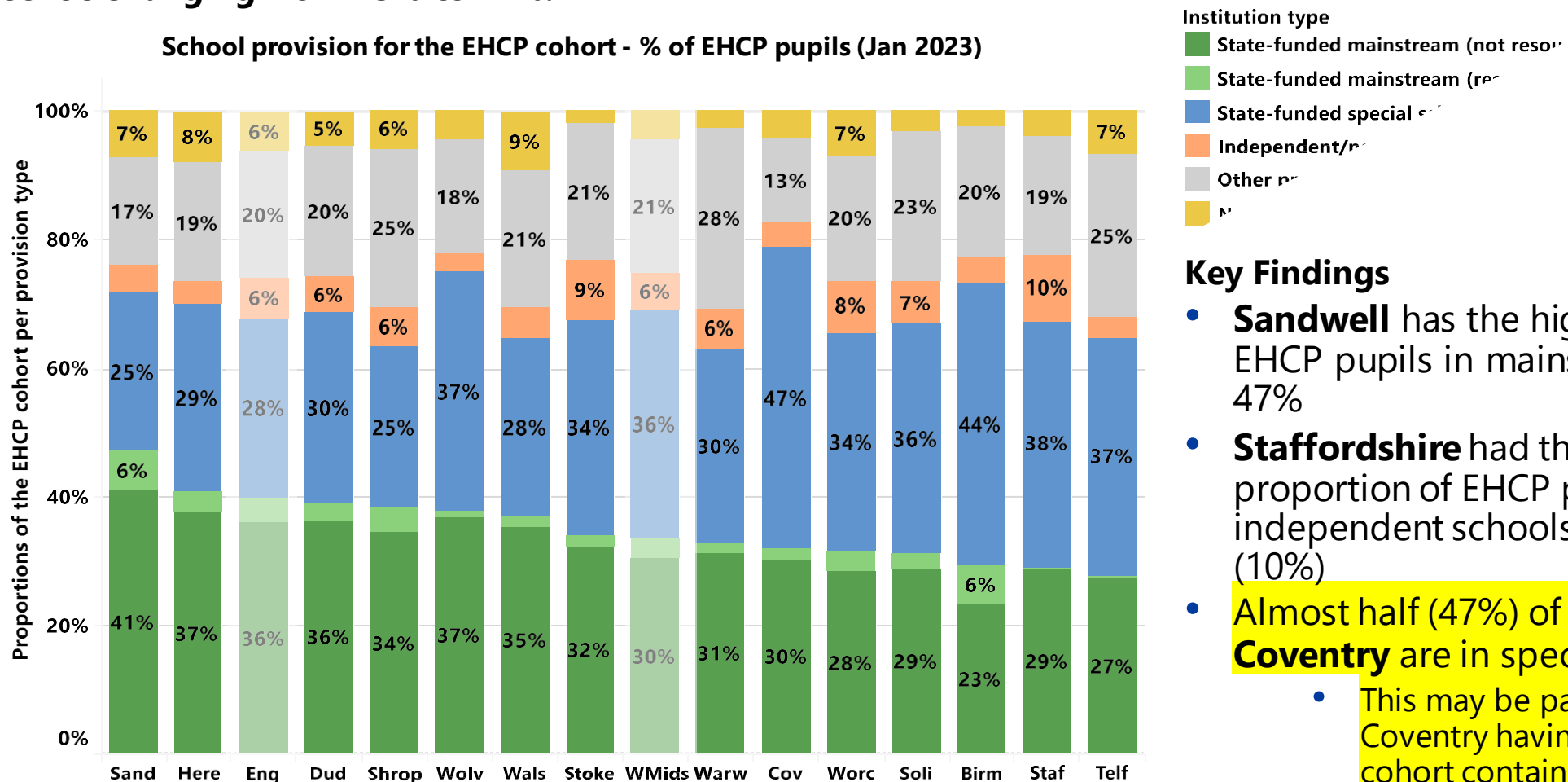
Five year growth in mainstream, school support and EHCPs in Coventry

- ❑ The proportion of Coventry children with Special Educational Needs is increasing.
- ❑ Since 2018, the proportion of Coventry children identified by schools as requiring SEND Support has increased from 13.5% to 15.8% and the proportion of children with EHC Plans has increased from 2.5% to 3.4%.
- ❑ Compared to 2017-18 academic year, Coventry system is supporting 24% more children through SEND Support and 51% more children through an EHC Plan.



Provision: EHCP School Placement

There is a large variation in provision used for EHCP pupils across the region, with the percentage in special schools ranging from 25% to 47%.



Key Findings

- **Sandwell** has the highest proportion of EHCP pupils in mainstream provision at 47%
- **Staffordshire** had the highest proportion of EHCP pupils in independent schools at one in ten (10%)
- Almost half (47%) of all EHCP pupils in **Coventry** are in special schools
 - This may be partly explained by Coventry having a small EHCP cohort containing a higher proportion of pupils with more complex needs

Notes: Chart is ordered by percentage of EHCP pupils in mainstream provision

Source: Education, health and care plans: England 2023:

<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

Growth in special school places

- Woodfield + 90
- Baginton + 90
- ERPs plan three 10 placement bases per year

Special School	Age Range	Specialism	Growth since 17/18	% growth	23/24	22/23	21/22	20/21	19/20	18/19	17/18
Castlewood	Primary	BS	24	17.6%	160	160	160	156	151	139	136
Kingsbury	Primary	BS	16	19.0%	100	100	92	84	84	84	84
Riverbank	Secondary	BS	50	33.3%	200	200	188	179	164	164	150
Corley	Secondary	ASD	52	59.1%	140	129	129	122	118	96	88
Tiverton	Primary	BS	59	98.3%	119	112	110	95	95	70	60
Baginton	Secondary	BS	26	26.0%	126	116	118	116	116	100	100
Sherbourne	All Age	BS	112	80.6%	251	240	220	192	172	148	139
Woodfield	All Age	SEMH	11	7.6%	155	155	155	152	160	160	144
Total			350	38.8%	1,251	1,212	1,172	1,096	1,060	961	901
Difference			350		39	40	76	36	99	60	0

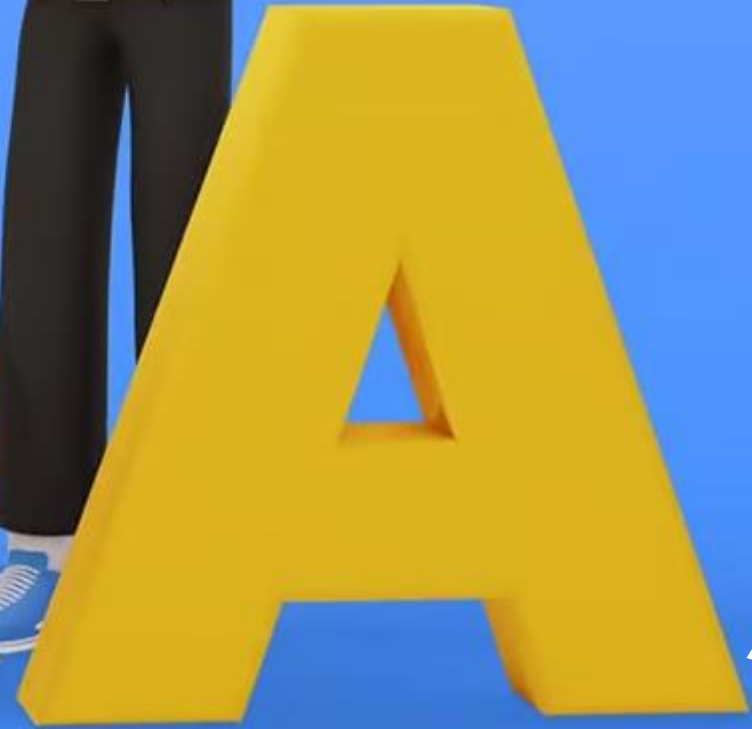
Variance in requests for EHCNA received and the number of new EHCPs issued.

- The number of EHCPs processed in 23/24 compared to 22/23 rose by 53% in one year

Activity	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Requests rec'd	N/k	329	439	462	439	480	532	699	924
% inc	N/k	Base	33.4%	40.4%	33.4%	45.8%	61.7%	112.4%	181%
New EHCPs Issued	176	209	313	271	272	382	354	367	562
% increase	Base	18.8%	22.2%	54%	54.5%	117%	101%	109%	219%

The six key thematic priorities drawn from the SEF, inform the joint local area SEND and AP action plan for the academic year 2024/25:

Priority 1.	School readiness - focus on child development in the pre-school years
Priority 2.	Workforce strategy
Priority 3.	Extending inclusive mainstream environments
Priority 4.	Sufficiency of local high quality publicly funded specialist placements
Priority 5.	Extending the Local Offer – promoting inclusive communities
Priority 6.	Expanding transition pathways into adulthood – focus supported internships



How can we access additional support and how can this support make a difference?

Coventry SEND support services



COVENTRY
VIRTUAL
SCHOOL



Together we make the difference

Who are we?

- Coventry Virtual School is a small team of teachers, mentors and admin staff with the statutory duty to promote the educational achievement of children looked after.
- Provide advice and guidance to schools, social workers and carers who are involved in the education of children previously looked after and those with a current social worker to enable them to understand and fulfil their duties and responsibilities.
- Work in partnership with schools to ensure any child looked after to Coventry, wherever they are placed in the country, has the support they require to achieve the best educational outcomes possible.

What we offer?

- Trauma Informed Attachment Aware Schools Project (TIAAS)
- Timely access to support services for Coventry Children Looked After: EP, CCT, SEMHL (outreach and specialist teacher) CAP
- Provide resources, training and opportunities to schools and young people.

Together we make the difference

What school needs to do?

- Appoint a Designated Teacher responsible for championing the needs of children Looked After, Previously Looked After and those with a social worker
- Ensure this cohort of children are prioritised for school admissions, additional support and wider opportunities
- Work in partnership with other services to ensure the needs of this cohort are met

COVENTRY

VIRTUAL

SCHOOL

Together we make the difference

What the designated teacher does?

- Have lead responsibility for helping school staff understand the things which affect how this cohort of children learn and achieve.
- Promote a culture of high expectation and aspirations for this cohort of children
- Make sure the young person has a voice about their education
- Have lead responsibility for the development and implementation of the PEP within the school, including how funding will be used.

Together we make the difference

- Promote good home/school links and support carers to understand the importance of supporting learning at home

Social, Emotional, Mental Health and Learning Team

SEMHL

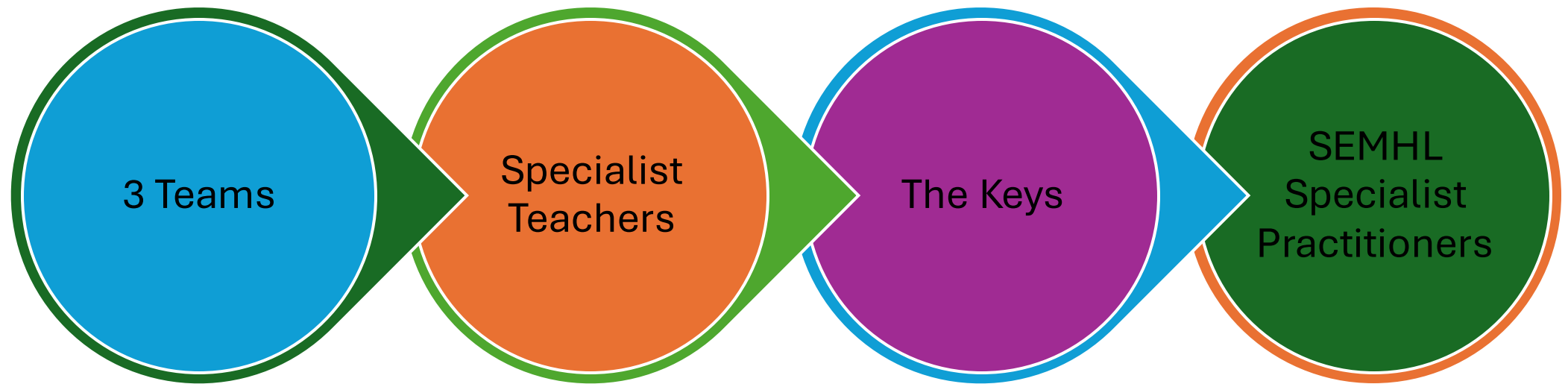
Team Lead :Kathy Gardner

kathy.gardner@coventry.gov.uk

<https://www.coventry.gov.uk/semhl>



Our purpose is to support inclusion of children and young people by exploring barriers, understanding additional need and enabling colleagues to deliver the best provision they can to ensure positive outcomes.



Specialist Teachers



We are a team of specialist teachers that support primary and secondary teams across the city.



Many of our teachers have worked as a SENCO and have specialist qualifications.



All teachers have a wealth of experience of supporting children/families/colleagues with SEND



We offer bespoke support and training



Offer centralised training – new to SENCO training

SEMH Support

Observation and advice,
behaviour management and
support

Individual or group intervention
with a focus, eg identifying
emotions, managing anxiety,
developing self esteem, exam
anxiety

Modelling intervention to
increase school capacity

Whole class work, circle time,
growth mindset, promoting
inclusivity, guided visualisation,
mindfulness

Training on a range of topics,
including growth mindset,
guided visualisation, managing
challenging behaviour, trauma
informed approaches, emotion
coaching....and many more.....

Bespoke pieces of work

Whole school training on differentiation

Whole school/group support for SEMH including nurture groups

Strategic action planning with SENCO

Audit of SEND across the school

Supporting learning walks and book trawls

Training offered to parents, re dyslexia, spelling strategies, supporting anxiety

Supporting parental engagement, attendance at coffee mornings

Leading workshops and drop-ins to support inclusion across the school

Developing memory skills, strategies for revision and taking exams.

Learning Support



Learning assessments –
focus on Literacy skills
or Maths

Learning interventions,
spelling, reading, maths
etc

Training on specific
interventions, eg, active
spelling, precision
teaching, developing
numerosity

Access arrangements

Training with a focus on
learning, identifying and
removing barriers.

Dyslexia assessments

Specialist Dyslexia
teaching

Advice on
resources/priorities/sign
posting



The Keys

An intervention for Primary children – 2 terms
We can provide ad hoc outreach support in addition to SEMHL ST support- very limited capacity

Reception Summer Term and KS1 at Parkgate
Key stage 2 Howes Primary

Key Specialist Practitioner (KSP)
Supports FAP children/PEX children who cannot come to the Key
Has been supporting some new to city children
Part of outreach support

4 day intervention with a day in home school, building to 2 days in school

Up to 48 Spaces
2 pathways – low level and higher needs intervention

Online referral form on website
All referrals are considered at the Key panel. PEX through FAP

Information: Mikaela.Carrasco@coventry.gov.uk

Website:
<https://www.coventry.gov.uk/coventry-send-support-service/keys/2>

SEMHL Specialist Practitioners (SSPs)

(Previously The Inclusion Team)

Work in secondary and primary schools - SEMH specialism

FAP and supported transfers –secondary. Currently supporting PEX too

Traded offer – similar to SEMHL STs– 3hrs per am and 2 hrs per pm. Ad Hoc also available

Contact : Bev Kelly bev.kelly@coventry.gov.uk

How should this support make a difference:

Children/YP

A child said he felt more confident as a left-handed writer after the advice and support I had given him and thanked me for asking his school to buy him a left-handed pen.

“ I feel like I’ve been listened to and that makes me happy”

Parents/Carers

“I spotted your email in a cc from the SETTING so just wanted to email you and say thank you for the support you're giving NAME, it is really valuable to her and to me and is making a real difference to her - thank you so much.”

“I cannot tell you what a relief it was to speak to XXXX on the phone, I finally spoke to someone in education who gets it and said things that showed she understood the needs of my child. I slept properly for the first time in a very long time after speaking with her and I feel more positive about the difference her support can make for him in school”

SENDCo

“From a SENCo point of view, I love having the opportunity to have a professional dialogue with XXXX regarding the needs of the children in my school. Being a SENCo can be isolating at times, but XXX is a great 'sounding board.' I don't know what I would do without her! ”

“Thank you for all your support this term. You really are such a special part of our team.”

‘Thank you for coming in and just getting on with the amazing job you do. You make things much easier for me as a SENDCo’

Headteacher

“Reports are thorough, targets are SMART – really helpful in planning next steps.”

“XXXX rarely becomes dysregulated since her Key placement. Class Teacher described the support she has had from Key outreach as amazing and the advice, clarification and encouragement have been incredibly beneficial.”

Complex Communication Team



What do schools want from an external support agency?

- “A service that can give us instant advice, as kids are on the waiting list for so long”
- “Flexibility – a service that can tailor its offer to my school’s needs”
- “An understanding that we don’t have time to read long reports. Give me five bullet points – max!”
- “We want miracles for nothing. Failing that, we want experts who can give us effective, realistic strategies.”



What can CCT offer your school?

- Observation in class (advice, strategies, resources)
- One to one interventions with CYP (including 'Pupil Voice')
- Group interventions
- Meetings with parents (both individual and groups)
- Caseload surgeries
- Peer awareness sessions



What can CCT offer your school?

- Learning walks/Environmental audits
- Informal assessments of individual children
- Home visits
- Attendance at My Support Plan meetings and Annual Reviews
- Strategic SEND reviews
- Training packages



Specific one to one interventions that we offer:

- Emotional regulation
- Managing anxiety
- Self-awareness – understanding autism
- Friendship skills



Specific one to one interventions that we offer:

- Self-esteem/self-confidence
- ‘Attention Autism’
- ‘Intensive Interaction’
- Understanding puberty



Specific group interventions that we offer:

- Social skills
- Transition groups
- Lego Therapy
- Relaxation groups
- Yoga for children



Specific group interventions that we offer:

- Boys'/Girls' groups
- Emotional regulation
- Managing anxiety
- Others at the request of the school



Team Teach training



The purpose of Team Teach training is to support adults understanding and management of challenging behaviour, by embedding the teaching of physical techniques within a holistic, positive behavioural support, de-escalation approach.

Team Teach training



We are a group of tutors from across Coventry SEND Support Service, so you get a broad range of expertise

Team Teach training



The 6-hour training needs to be booked well in advance as we are already taking bookings for January 2025

Team Teach training



You are in accreditation for 2 years and then need to complete the 3-hour Refresher training in order to maintain accreditation

Team Teach training



If your school is in accreditation and new members start, they can attend out 'Catch Up' courses that we run each term

Team Teach training



If your school is in accreditation and you require additional support, we can provide this.



Emma Whitmarsh-Knight
Team Lead - Complex Communication Team
Team Teach Coordinator

emma.whitmarsh-knight@coventry.gov.uk

024 7678 8400

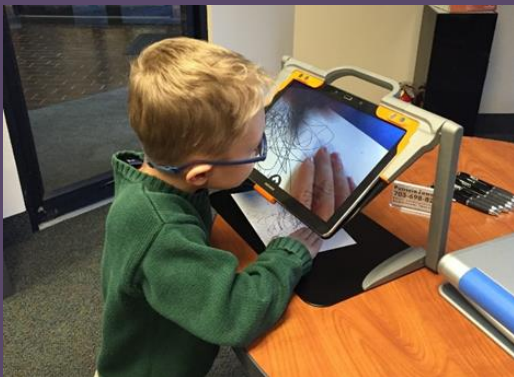


Sensory Team



**Hearing
Impairment
Team
Lorna Lingard**

**Vision
Impairment
Team
Joanne Appleton**



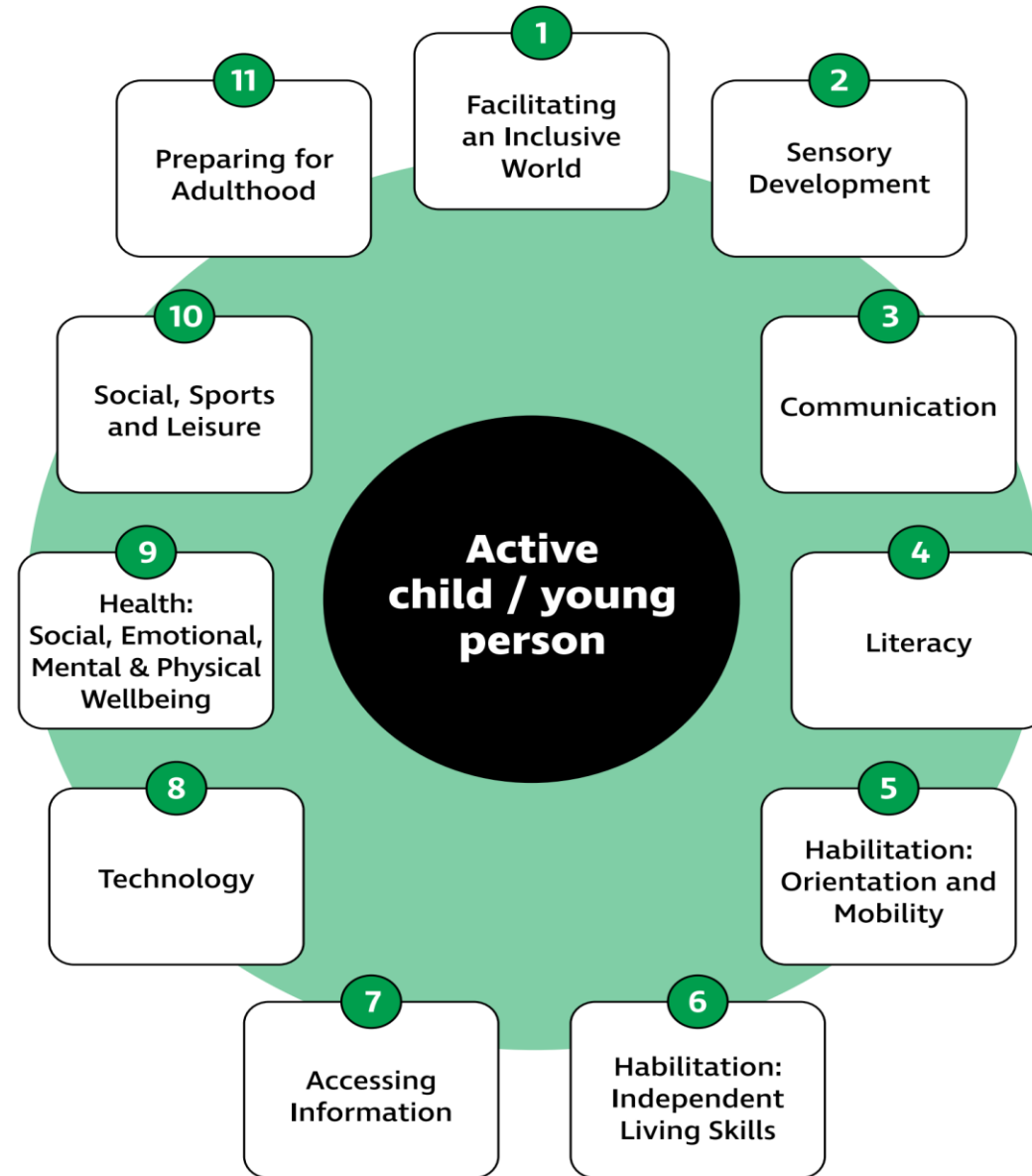
Criteria of Involvement

- Hearing Impairment
- Child must have been issued with hearing aids or have a permanent sensori-neural hearing loss
- Visual Impairment
- Child must be under hospital and have a diagnosed eye condition that is not fully corrected with glasses and educational concerns
- Birth to 25
- Majority of referrals come through the hospital.
- Minority come from schools, health visitors, SaLT, families

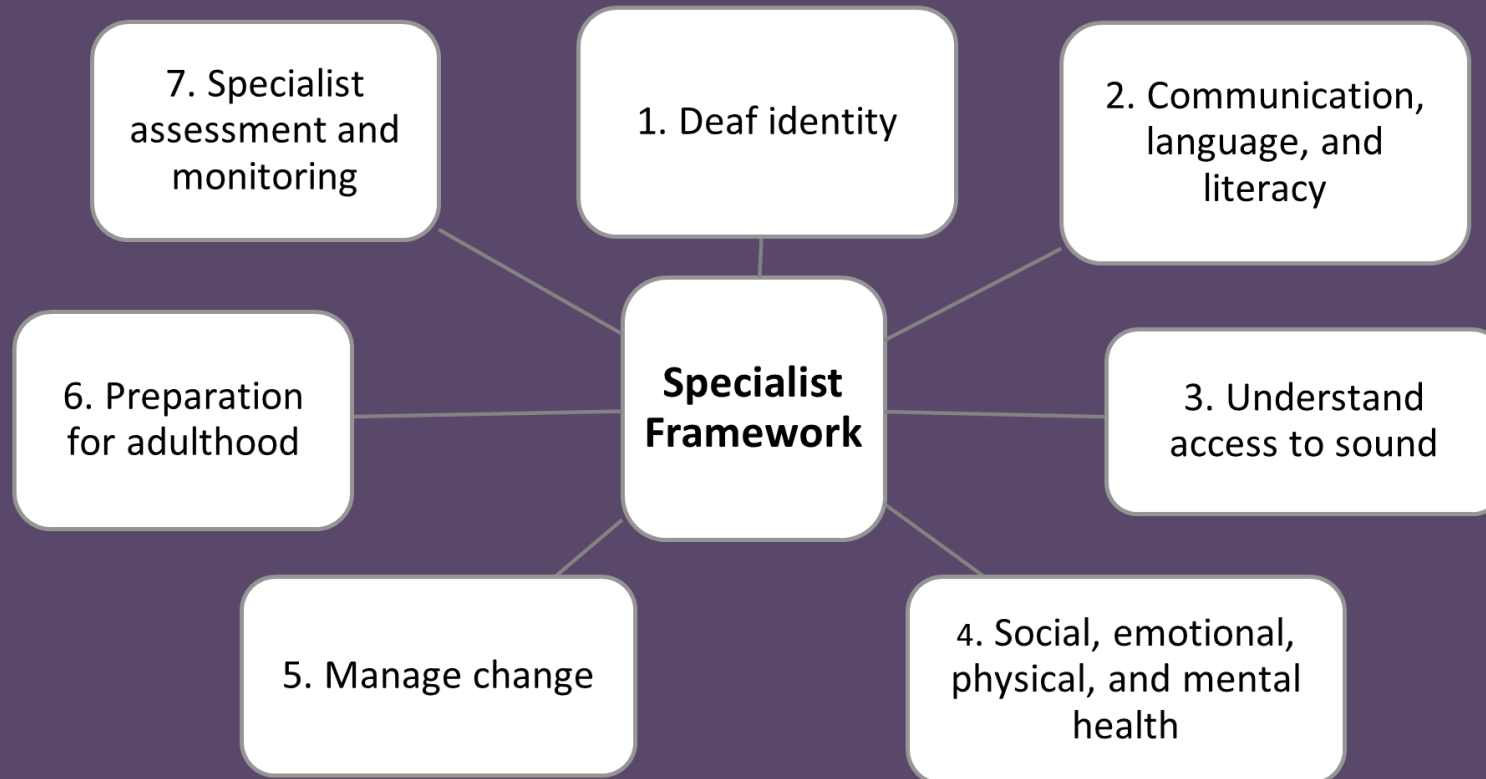
Sensory Team



Curriculum Framework for Children and Young People with Vision Impairment



Specialist Deaf Curriculum Framework



Contact Details

- Telephone Sensory Team 024 7678 6174
- Email joanne.appleton@coventry.gov.uk Vision
- Email lorna.lingard@coventry.gov.uk Hearing
- Majority of referrals come through the hospital.
- Minority come from schools, health visitors, SaLT, families
- Refer through the SEND Support Service route and select Sensory.
- Recommend any new to city child is sent for a hearing and vision check as they may not have been checked in the country they are from
- Direct referral to audiology with permission **0300 200 0011** from settings
- GP, dob, NHS Number and address
- Free eye tests- local optician



- Non-traded so support is free (except training)
- Work with children birth to 5
- Support could be
- Teacher
- HLTA
- Modelling and coaching
- Evidence of 12 weeks intervention before referral

Our Offer

Reception Offer



- Support till October half term
- Exceptions support extended till December
- HLTA's
- Modelling and coaching

Training

- Training delivered via teams
- Training usually on Tuesdays at 6
- Cost £25 for the link
- Link can be shared with all staff in setting
- Bespoke training also offered this is costed using hourly rate for a teacher in the traded team



SENIF

Special Needs and Inclusion Grant

Coventry SEND
Support Service
SEND Early Years



- Who?
- 2/3/4-year-olds accessing a 15 hour or 30 hour funded place
- Can be for training, resources or enhanced staffing
- **Only 1 of these**
- If child has an EHCP agreed during the year then SENIF will stop cannot be dual funded
- Panel later in Summer term for Autumn funding allocations
- Sally.Longden@coventry.gov.uk

What should we do if ordinarily available provision is not enough, even with support from specialist teams?

Sharon Cassidy: START



The Statutory team and statutory processes

Sharon Cassidy

Statutory Assessment and Review Service Lead

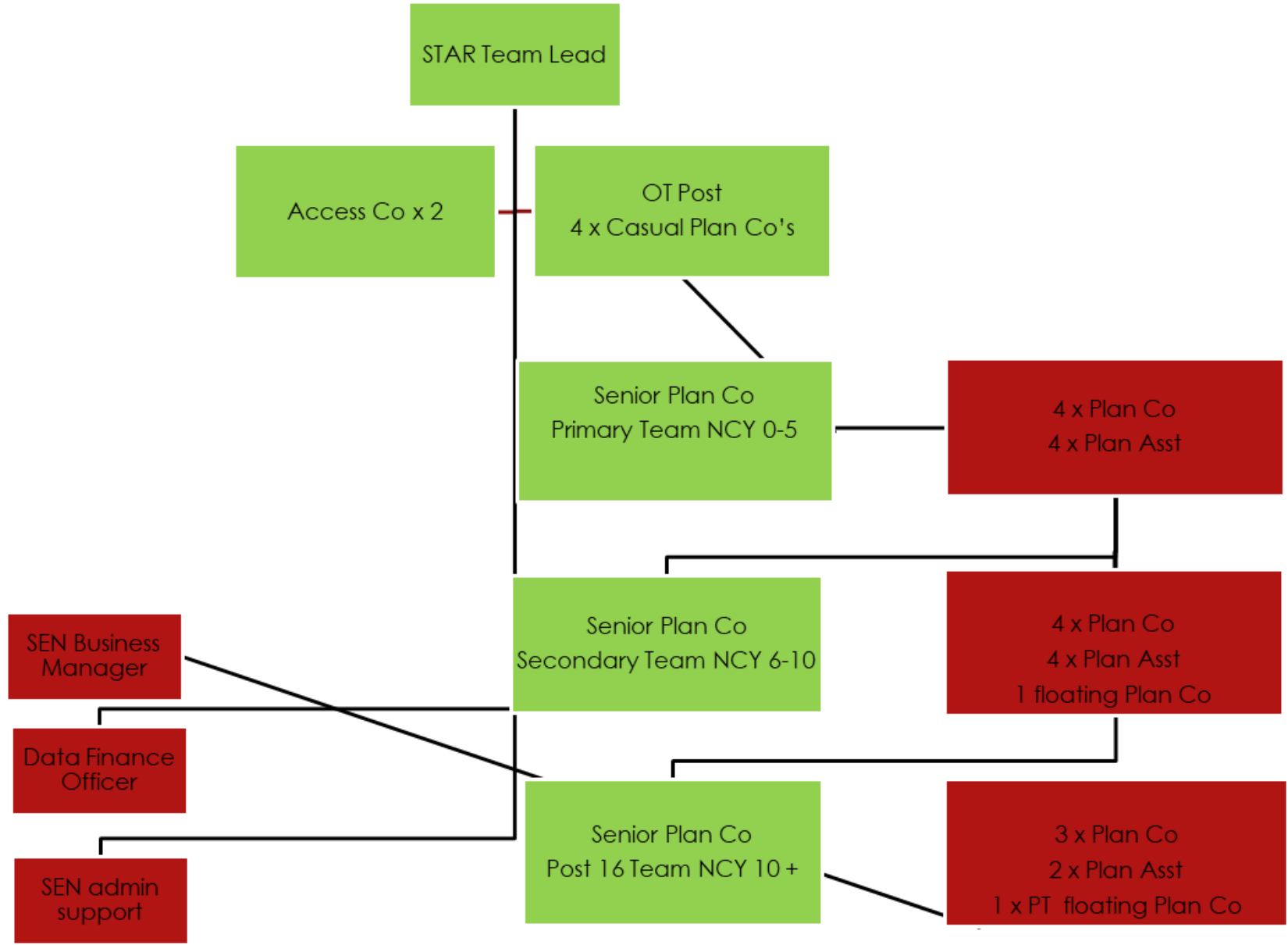
Sharon.Cassidy@coventry.gov.uk



Topics to be covered

- 1 Team structure and responsibilities
- 2 The Graduated approach
- 3 My Support Plan
- 4 Criteria - Requesting statutory Assessment
- 5 Funding
- 6 Annual reviews





Statutory Assessment and Annual review Team – Responsibilities

Team statutory responsibilities

- Education, Health and Care Needs Assessment (20 week process) which may or may not result in issue of an EHC Plan (age 0-25 years)
- Annual review of all EHC Plans
- Sourcing and placing pupils into suitable educational provisions
- Allocating funding resource to new EHCP's
- Commissioning FE provision
- Reporting to DfE each year in SEN2 Census of all activity for pupils with EHCP's
- Home to school Transport decision making for children and young people with SEND

Transition Cycles

- Early years to reception transition (Feb 15th)
- Primary to secondary transition (February 15th)
- School leaver to Post 16 education (March 31st)



The Graduated Approach

Sharon Cassidy



SEND Code of Practice – Graduated Approach

Section 9.14 of the CoP states:

- ▶ evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- ▶ information about the nature, **extent** and context of the child or young person's SEN
- ▶ evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN
- ▶ evidence that where progress has been made, it has only been as the result of **much** additional intervention and support **over and above** that which is usually provided
- ▶ evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies,

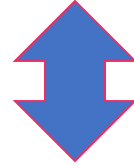
Where a young person is aged over 18, the local authority **must** consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training.

Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life

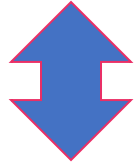


Graduated Approach to SEND - Assess, Plan Do Review

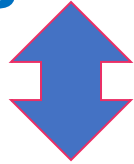
Quality First Teaching - differentiated



Single Agency Support



Multi Agency Support

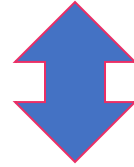


Request for EHC Needs Assessment

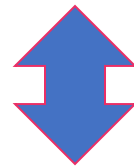


Coventry Graduated Approach to SEND

Universal Offer – About Me/My Profile/Pupil Passport



Targeted Support – My Support Plan
(graduated response of support when needs identified over and above universal offer)



Request for EHC Needs Assessment



Universal Offer - Ordinarily Available Provision

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Provision ordinarily available for students without an EHC Plan

For school-age students

The table below lists the support that the Coventry Local Authority expects to be available in schools for students without an EHC Plan.

	Wave 1	Wave 2	Wave 3
General Provision	<p>All adults have high expectations and seek to promote independence and self-care skills wherever possible.</p> <p>Students' individual progress is monitored through regular formative and summative assessment.</p> <p>Support is coordinated by the class teacher.</p> <p>There is regular communication between the home and school to discuss progress and support.</p>	<p>All adults have high expectations and seek to promote independence and self-care skills wherever possible.</p> <p>Students' individual progress is monitored through a pupil passport, individual education plan or SEND Support Plan.</p> <p>Support is coordinated by the school's Special Educational Needs Coordinator (SENCo) working together with class teacher(s).</p> <p>There is regular communication between the home and school to discuss progress and support. This happens at least three times per year.</p>	<p>All adults have high expectations and seek to promote independence and self-care skills wherever possible.</p> <p>Student's individual progress is monitored through a SEND Support Plan (or there will be plans in place to progress to one).</p> <p>Support is coordinated by the school's Special Educational Needs Coordinator (SENCo) working together with class teacher(s).</p> <p>There is regular communication between the home, school and external professionals to discuss progress and support. This happens at least three times per year.</p>
Provision to support Language and Communication Needs	<p>Speaking and listening skills are taught as part of a wider literacy curriculum.</p> <p>Key vocabulary is introduced and explained as part of new learning.</p> <p>Spoken language is adapted to make sure all children can understand it.</p> <p>Different modes of communication are used in teaching (e.g. visual, auditory and kinaesthetic).</p>	<p>Speaking and listening skills are taught as part of a wider literacy curriculum.</p> <p>Key vocabulary is pre-taught / provided on an individual or small group basis.</p> <p>Listening skills are actively developed through structured small group programmes of work.</p> <p>Visual aids are used in a planned and structured way to help students access work.</p>	<p>Appropriate advice is sought from a:</p> <ul style="list-style-type: none"> • Speech and Language Therapist; • Specialist Teacher and/or • Educational Psychologist <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional.</p>

Page 1 of 4 | 1125 words | English (United Kingdom) | Accessibility: Investigate | Focus | 20:53 14/02/2023 | 100%

Indicators of Need

The screenshot shows a Microsoft Word document with the following content:

Coventry Statutory Assessment and Review Service
Guidelines for Plan Coordinators/ SENCOs
Potential Indicators of a need to undertake an Education, Health and Care Needs Assessment

Cognition and Learning

1. Very Low scores on a standardised assessment in key areas of learning or cognition (i.e. scores at the 1st 2nd Percentile)
2. Working at a level significantly below age-related expectations (at least 2 years below / half age if early years) in core subjects.
3. A widening gap between age-related expectations; leading to the student falling progressively and increasingly behind their peers.
4. Persistent inability to concentrate.
5. A significant discrepancy between cognitive ability and academic attainments (over one standard deviation).

Social and Emotional Development and Mental Health

1. Evidence of severely impaired social interaction, for example Unpredictable, bizarre, obsessive, violent or severely disruptive behaviour over a period of time, usually not less than one term.
2. Withdrawn or disruptive behavior, lack confidence and inability to form relationships with adults and peers.
3. Obsessional eating habits/substance/alcohol abuse.
4. Significant emotional or physical stress due to the inability to fully take part in school life.

Communication and Language Needs

1. Expressive and/or receptive language is significantly below majority of children of same age.
2. A major discrepancy between expressive language and levels of understanding.
3. Impaired social interaction and communication which impedes the development of purposeful relationships with adult/peers

Physical and Sensory Needs

1. A significant discrepancy between the child's physical / sensory / independence development and age-related expectations.
2. Inability to take part fully in particular aspects of the school's curriculum without close adult supervision and/or substantial adaptation of teaching materials or of the environment.
3. Current hearing difficulties and/or history of hearing problems cause speech delay

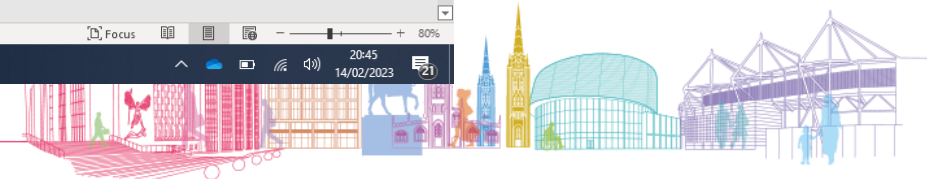
Other potential indicators

1. Significant problems in school attendance.
2. Subject to neglect and/or abuse at home, or has faced difficulties at home and where appropriate, evidence that CAF/Early Help/Social care has not met the child's needs.
3. Contributory medical diagnosis /difficulties OR similar evidence from assessments or interventions by health or social care.
4. Appropriate reasonable adjustments have not met child's needs (access to technology visual timetables, now and next boards, etc.)
5. Participation in or has been bullied at school
6. Significant self-help difficulties; e.g. toileting, feeding.
7. The child's condition gives rise to serious safety issues.

Coventry SEND
Lifting the cloud of limitation

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EHC Needs assessment Criteria

Sharon Cassidy



Criteria

Local authorities may develop criteria as guidelines to help them decide whether an EHC needs assessment is necessary to carry out an EHC needs assessment (and following assessment, to decide whether it is necessary to issue an EHC plan) (*SEND CoP, section 9.16*).

Coventry Local Authority (LA) use five criteria to determine whether such an EHC needs assessment is necessary, which are:

- Attainment and Progress
- Special Educational Needs
- Existing Support
- Physical, Social, Emotional and Health Needs
- Time needed to complete Further Education

The criteria are used to ensure consistency in decision making. However, all cases are judged on their individual merits and criteria may be departed from where there is a compelling reason to do so.



1. Attainment and Progress

The LA will consider evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress.

- For Early Years children, the LA may consider undertaking an EHC needs assessment where the child is functioning at a level which is at least 2 years below that expected of their chronological age in most areas of functioning.
- For children in Key Stage 1, the LA may consider undertaking an EHC needs assessment where the child/young person is accessing the curriculum at a level which is two years or more below the age expected level.
- For children and young people in Key Stages 2 and 3, the LA may consider undertaking an EHC needs assessment where the child/young person is accessing the curriculum at a level which is at least 4 school years below that expected of children/young people in their current school year.
- For young people in Key Stage 4, the LA may consider undertaking an EHC Needs Assessment where the young person is yet to achieve functional skills in Literacy and Numeracy.
- For young people in Further Education, the Local Authority will consider cases on their individual merits.



1. Attainment and Progress

When considering whether or not to undertake an EHC Needs Assessment, the LA will usually look to evidence provided through:

- the young person's most recent 'My Plan'
- the young person's three most recent 'My Plan Reviews' and
- any additional attainment information submitted by the provider (e.g. an Early Years Checklist or information about predicted grades).



2. Special Educational Needs

The LA will consider Information about the nature, extent and context of the child or young person's SEN. In cases where the young person has a diagnosed condition or identified difficulty (such as an autistic spectrum disorder or dyslexia) the LA will consider the extent to which such a condition or difficulty impacts upon their access to education and progress.

When considering whether or not to undertake an EHC Needs Assessment, the LA will usually look to evidence provided through:

the young person's 'My Plan' and reports from relevant professionals.



3 . Existing Support

The LA will consider evidence of the action that has already being taken by the setting the child/young person attends to meet their SEN.

The Local Authority will consider undertaking an EHC needs assessment when:

- appropriate external support services have been involved and their recommendations have implemented, evaluated and the child/young person's progress has been reviewed
- there have been a minimum of three cycles of interventions-and-reviews with the child/young person making little or no progress in response to this,
- there is clear evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that in its the notional £6000 SEN Budget.

When considering whether or not to undertake an EHC Needs Assessment, the LA will usually look to evidence provided through:

- the young person's most recent 'My Plan'
- the young person's three most recent 'My Plan Reviews' and
- reports from relevant professionals



4. Social, Emotional, Physical and Health Needs

The LA will consider evidence of the child/young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

The LA will consider undertaking an EHC needs assessment when:

- the child/young person's emotional and mental health needs are evidenced in school,
- there is evidence that additional educational provision is required to meet any identified physical, social, emotional or health needs,
- there is evidence that the child/young person has made little or no educational progress for a period of at least 12 months.

When considering whether or not to undertake an EHC Needs Assessment, the LA will usually look to evidence provided through:

- the 'most recent 'My Plan' and
- any other relevant information submitted by the provider (e.g. behaviour logs or observation notes)



5. Time Needed to Complete Further Education

Where a young person is aged over 18, the LA **must** consider whether the young person requires additional time, in comparison to the majority of other youngsters of the same age who do not have special educational needs, to complete their education or training. It should be recognised that remaining in formal education or training will help the young person to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

The LA will consider undertaking an EHC needs assessment **when there is evidence that, having accessed an appropriate curriculum and programme of support, the young person has made little or no progress toward expected outcomes.**



My Support Plan

Sharon Cassidy



Similar in format to
an EHC Plan

Owned by the young
person

Co-produced by
young people,
parents, teachers
and other
professionals

Includes: my views;
attainment and
progress; SEN;
details of outcomes
sought and provision

Flexible, can be
adapted to suit
individual cases

Supports requests
for EHC Needs
Assessment (where
appropriate)

My Support Plan – Key Features



My Support Plan

What everybody needs to know about me

My strengths, interests, Passions and Skills	Things that are important to me now
	
What I want for my future	What my parents want for my future
	
Other things I'd like people to know	Other things my parents would like people to know
	

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My Team

People in my Family

Name	DOB	Gender	Relationship	Address	Contributed to My Plan	Parental responsibility Y/N


Professionals supporting me and my family

Name	Role	Supporting	Contributed to My Plan	Agency	Address/contact details

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My Progress

Area of Learning / development	Attainment at previous review	Current Attainment	Comparison to expected level	If current attainment is below age expectations please give detailed comments. Please include barriers to learning, e.g. attendance issues, self-esteem/confidence issues etc. and note the support given.
			<ul style="list-style-type: none"> Expected Below expected Above expected Other 	
			Choose an item	
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			Choose an item	
			Choose an item	

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My Physical and Sensory Needs

My Outcomes	Educational provision to meet my outcomes

My Independence and Personal Care Needs

My Outcomes	Educational provision to meet my outcomes

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Funding of EHCP's in mainstream

Sharon Cassidy



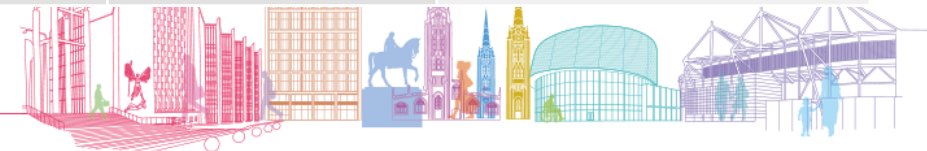
What is Banded Funding?

- **Banded Funding** is allocated to settings by START and is used to secure the special educational provision of CYP with complex SEND (top-up funding).
- **Coventry bandings** are provided to our educational settings within the Coventry area including maintained schools, nurseries and post 16 institutions.
- Bandings have **different values** according to the needs of a CYP and the provision required to meet their outcomes.
- Banded funding is **ordinarily provided to CYP with EHC plans** but in exceptional circumstances, a banding can be allocated to complex CYP prior to the statutory needs assessment process or final EHC plan, where there is clear evidence of needs.
- **Funded My Support Plans (FMSPs)** have been operational since Sep 22 for early years children with SEND to support their transition into reception.



Coventry Banded Framework

	Cat 1	Cat 2	Cat 3	Cat 4	Cat 5	Cat 6
	Communication and Interaction	Cognition and Learning	SEMH	Sensory &/or Physical	Exceptional	Personalised
Level A	Universal					Early Support only as agreed with Head of SS
Level B	Targeted (mainstream schools use their SEND funding)					
Level C	S&L Disorder	Specific LD				
Level D	Social Comm. Moderate	MLD	SEMH Moderate	HI/VI		
Level E	Social Comm. High	SLD	SEMH High	PD High		
Level F	Social Comm. Severe	PMLD	SEMH Severe	MSI	1:1 Support	Only as agreed with Head of SS
					2:1 Support	



EHCP Funding for Mainstream Schools

- Schools are expected to use their notional £6,000 funding towards the provision in an EHCP
- Top up funding is based on the Provisions in an EHCP and needs of the pupil. These are mapped against a provision and needs matrices.
- M5 is an exceptional funding band and only appropriate for a small percentage of pupils. School must complete and annual review and exceptional funding form to apply for this. It will be considered by senior leads as to whether it meets criteria



Mainstream School Funding

	Cat 1	Cat 2	Cat 3	Cat 4	M5	Cat 6
	<i>Communication and Interaction</i>	<i>Cognition and Learning</i>	<i>SEMH</i>	<i>Sensory &/or Physical</i>	<i>Exceptional</i>	<i>Personalised</i>
Level A	£0.00				£16,957	As agreed by the HSS
Level B	(up to £6K funded by school)					
M1	£2,567					
M2	£4,454					
M3	£6,969					
M4	£8,856					



Annual Reviews

Sharon Cassidy



Annual Reviews

- Every child with an EHC Plan is legally entitled to an annual review of the EHC Plan. The meeting must be held within 12 months of the last meeting date or if a new EHCP 12 months from the date on the front of the plan
- SENCo is responsible for arranging the annual review – it is a 12 week process from meeting date. Schools should start **at least 6 weeks** in advance (would recommend a term in advance)
- EHC Plan Coordinators will endeavour to attend year 6, year 9 and school leaver reviews. Also emergency reviews
- Legally schools **must** forward all completed Annual review documents within **15 days** of the review meeting. This is **measured by DfE** and included in the SEN2 census
- Further reading – ‘**Annual Review Guidance for Schools and Colleges**’

https://www.coventry.gov.uk/downloads/download/6456/guidance_for_schools_and_colleges_on_annual_reviews



Amending and EHCP following Annual review

SEND Code of Practice 9.193 - EHC plans are **not** expected to be amended on a very frequent basis

Significant changes to CYP presenting needs which requires a change of provision

Changes to health and social care provision as a result of CYP circumstances

A change of placement

Transition planning for secondary, Preparing for Adulthood (yr 9)





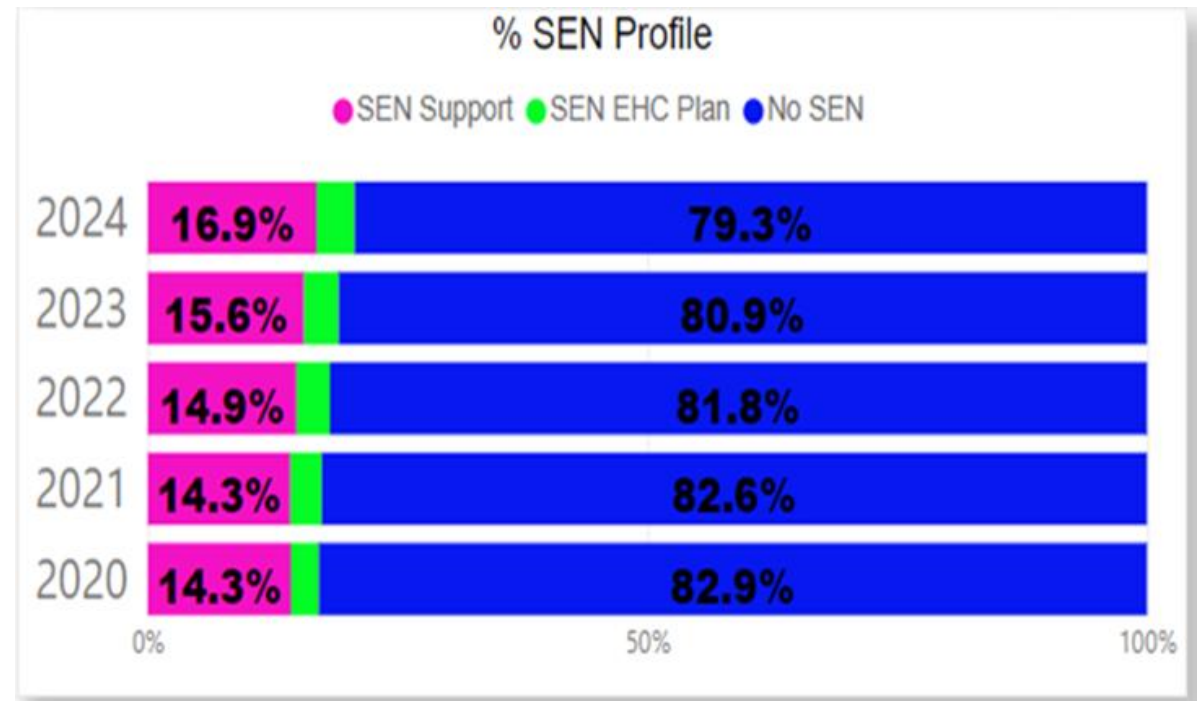
How can we support our SENCos in our schools?

Caroline Dorrofield



Why do school leaders need to understand SEND?

- January 2023: 17% of all pupils in England have SEN. Coventry is above this.
- The above figure only represent those with an EHCP and those with a K. This does not include those whose needs are being investigated or simply not identified.



Why do school leaders need to understand SEND?

- The numbers of children with SEND are increasing.
- We are getting better at identifying
- We have a more challenging curriculum in place which places SEND pupils at a disadvantage.
- In some situations, we are not getting better at identifying until it's too late
- Services at all levels are overwhelmed with the need for support due to rising needs. More pressure on schools to get the foundation work right
- Without timely support, intervention and understanding of the child and their families lived reality they could be lost.
- A focus on addressing the presenting behaviours and not enough focus on what lies behind it
- Outcomes.

'National - Key Stage 4 (KS4)' for All SEN, All pupils comparison and No identified SEN in England between 2016/17 and 2019/20

		2016/17	2017/18	2018/19	2019/20
All SEN	Average Attainment 8 score of all pupils	27.1	27.2	27.6	30.7
	Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs	25.0%	25.8%	26.7%	33.1%
No identified SEN	Average Attainment 8 score of all pupils	49.5	49.8	49.9	53.7
	Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs	70.4%	70.6%	71.0%	78.0%

This has been caveated by the government as out of date and not accurate as a result of Covid and exam cancellations. However, pre-Covid statistics speak for themselves. Do we think this gap has narrowed significantly in the post covid world?

Do you know what your SENDCo does?

- **Avoid seeing this as a list of tasks – do you understand what coordinating SEND means?**
- [Schools Week:](#)
- *'Coordinator', often abbreviated to a diminutive Co in SENDCo, inherently suggests a primary focus on organisation and coordination rather than robust leadership. While coordination undoubtedly plays a crucial role in managing SEND provision, it does not encapsulate the breadth and depth of knowledge and skills required to lead effectively in this area.*
- *A SEND leader knows students' and works with staff across the school to make students' school days manageable and their classroom time productive. A SEND leader understands the intricacies EHCPs and local authority and national funding streams. They are often the first port of call when a child is dysregulated. They work with families, agencies and medical professionals. They are (too) often called upon to appear before tribunals. And ultimately, they are accountable for the wellbeing and progress of some of our most vulnerable and some of our most challenging learners.*
- *This is leadership, and leadership transcends mere coordination; it encompasses vision, strategy, advocacy, collaboration and accountability. What we need is strong leadership in order to drive systemic change.*

Where are your SEND Specialists?

- SEND needs to be considered as a part of wider school strategy
- Do you have a voice which is able to accurately reflect SEND pupils needs on your Leadership Team?
- Best practice is where Leadership groups can weave together their responsibilities and promote understanding of each other's areas and ensures a whole school ethos promotes inclusion
- Understanding that the SENDCo role is MORE than coordinating – do you know how long it takes to log a child's intervention? How long it takes to track the graduate response and develop plans? To organize, hold and review IPP's or alike? To apply for an EHCP? To complete Annual Review paperwork? To review whole school data to identify needs/amend pupils on interventions? To plan and organize the work of many different support services? To digest, plan and act on the recommendations of specialists? To calm a child when they are dysregulated? To be a daily check in for some children?

How can we support our staff in our schools?

Nicky Aston



Workforce Strategy:

- Aim to upskill all members of the mainstream school workforce by creating a training programme
- Regular updates on progress and initiatives via email, in partnership and network meetings for Heads and SENCOs
- Ensure staff are aware of what is on offer, encourage staff to attend and find creative solutions to support their attendance
- Support your staff to take risks and try new methods and approaches



Coordinated Training Plan-updates

4 categories of training



1. Annual Core training package for all staff who work with children in the classroom 'Coventry approved'

Session 1: SEND refresher training- 4 broad areas of need recap/ specialist services

Session 2: Positive Behaviour Management

Session 3: Creating an Inclusive classroom, improving outcomes for all.

Session 4: School Processes

Update:

- Team from specialist services (EPS/ CCT/SEMHL) currently creating these training sessions
- Ready to share by early Summer 2
- Aim is that they can be adapted and delivered by SENCOs/ Leaders in Autumn 1
- 1 hour maximum per session
- Chance for a refresher in SEND for all staff and for SENCOs to set the tone and raise the profile
- Opportunity to reflect on practices and ensure all staff hear the same messages

2. 'Introduction to SEND' training package for all non-teaching support staff

An introduction to SEND- communicating and interacting with children with SEND

(will be extended to escorts/ drivers/ HAF teams/ Early Help/ sports providers... in future)

Update:

- Session being created by SEMHL
- To be delivered by SENCO/ Leaders
- Schools may consider recording this session- more flexible access/ addresses staff turnover
- *NA to do a briefing session with SENCOs in Summer 2 to explain how these sessions should be used.*

3. Role specific training and support

4. Condition specific training and support

Update:

- Creation of a minimum offer to address different roles/ areas of need: free training that will be available for all schools to access
- Schedule to be shared early in Autumn Term
- Additional training that schools buy into to reinforce minimum offer and further upskill staff- specialist teams or external providers- creation of coordinated schedule underway
- Development of a calendar outlining all training from all SEND services with easier system for booking

How can we support parents?

Chris Firth



Questions?

