



BARNSLEY
Metropolitan Borough Council

**Guidance for educational
settings, parents/carers
and other practitioners for the
Identification and Provision
for Pupils with Special
Educational Needs**

S3.1

Background

The BMBC SEN Strategy has been developed in response to the changing national picture. Consultation has taken place with SENCOs, headteachers, parent/carer representatives and local authority officers. Details of the overall group's work can be accessed through Barnsley Council's website: <http://www.barnsley.gov.uk/services/education-learning-and-childcare/schools-and-colleges/special-educational-needs-placements-in-mainstream-schools/>

The work has been undertaken within the national and local context of:

- the Government's Strategy on SEN, 'Removing Barriers to Achievement';
- the Green Paper: Support and aspiration: A new approach to special educational needs and disability
- a joint DfES and Cabinet Office report on reducing bureaucracy in schools, those elements specifically focused on SEN;
- School Funding Reform: Next steps towards a fairer system;
- BMBC's Inclusion Strategy;
- the changes, from April 2013, in funding schools for pupils with special educational needs; and
- the wider range of pupil performance data to which schools have access to.

One of the priorities in developing the SEN Strategy has been to establish Guidance for the Identification and Provision for Pupils with Special Educational Needs.

Barnsley Metropolitan Borough Council has continued to review the previous 'SEN Criteria' in the light of comments from schools and the changing national picture. Both formal meetings and informal discussions with Barnsley Metropolitan Borough Council officers, parent/carer representatives, schools and SENCOs have taken place.
(A sincere thank you to all those involved.)

The following principles were applied:

- 1 The procedures must meet the requirements of the new SEN Code of Practice (draft form promised from DfE Spring 2013).
- 2 The guidance should reflect the best practice locally and nationally.
- 3 The guidance should be consistent with the target setting process for educational settings.
- 4 The documentation should be the minimum necessary to support effective provision.

The Process

- 1 All teachers prepare, deliver and review differentiated lessons. They monitor and review the progress of all pupils and are using the target setting cycle. Where a pupil is failing to make progress against the predicted targets, the teacher should consider different and additional strategies and notify the parent/carer at the earliest opportunity. Consultation with the pupil and parent/carer is paramount to guiding a more personalised pathway.
- 2 An assessment of the pupil's current level of functioning is undertaken. This should include Early Years Foundation Stage Profile scores, National Curriculum levels/ P Scales or more detailed curriculum based assessments, (B-Squared, PIVATS, etc.). It should also include information on attendance, behaviour, vision, hearing, other medical information and any changes in personal circumstances that may cause barriers to a pupil's learning.

- 3 In a small number of cases, it is important to consider if there is an undiagnosed medical condition contributing to the special educational need. In particular, where a sudden change in learning behaviour is not explained by 'social circumstances' or where there is an unexplained continuing deterioration over time. Parents/carers should then seek medical advice. Parents and carers may need support to seek this advice.
- 4 This information should be checked against the School's Inclusion and SEN Policies. The school's SEN policy needs to have taken account of Barnsley Metropolitan Borough Council's SEN Handbook and the requirements of the SEN Code of Practice and Toolkit.
- 5 If the decision is that the pupil has additional educational needs, then that must be recorded and fully discussed with the pupil (if appropriate) and parent/carer ensuring that the parent/carer is confident that the actions are appropriate for addressing their child's needs.
- 6 In the majority of cases, the identified pupils will be placed at School Action and this will be discussed with parents/carers. Where necessary, an Individual Education Plan (IEP) will be written contemporaneously and parents/carers will be part of writing its contents (as soon as possible after the discussion) ensuring that parents/carers have confidence that the education setting is quickly responding to reducing the barriers to learning.
- 7 The IEP should only specify additional and different provision and should have:
 - a. Short term targets (usually 3 or 4 targets)
 - b. Teaching strategies
 - c. Details of the provision
 - d. A review date
 - e. Success criteria
 - f. Outcomes recorded at the review
 (The SEN CoP 2001 recommends at least two reviews a year and more frequently for younger pupils)².

(Where a group of pupils have similar Special Educational Needs and are receiving similar provision, a Group Education Plan can be used.)³

- 8 A record of the pupil's progress against the IEP targets should be kept and regularly shared and discussed with parents/carers.⁴
- 9 At the review meeting, the pupil's progress against the IEP targets will be evaluated. (Parents/carers and pupil (if appropriate) must be involved). The IEP will provide a running record for the review and should be attached.⁵
- 10 The following outcomes are possible:
 - a. The pupil's special educational needs have been met and the pupil is working independently within the planned work for the teaching group, (Range 0).
 - b. Some targets have not been achieved and new strategies need to be considered (Range 1-3).
 - c. New targets are set and new actions are recorded on a new IEP (Range 1-3).
 - d. No significant progress has been made and the additional and different provision is increased. This may be equivalent to Early Years/School Action Plus within the School's SEN policy.⁶ (Moving up a range.)

¹ Support is available to SENCOs in deciding when an IEP should be in place. Current Primary and Secondary Guidance on planning for personalised learning suggests that an IEP may not always be necessary dependent on the planning and recording systems in school.

² CoP 4:28, 5:53, 6:61.

³ SEN Toolkit Section 5:26-5:27.

⁴ CoP 4:18 to 4:19, 5:24 to 5:26, 6:26 to 6:28.

⁵ CoP 4:28, 5:53 and 6:61.

⁶ CoP 4:31, 5:56 and 6:64.

- 11 The new IEP is implemented and should follow a review cycle.
- 12 If the pupil is not making progress after two review cycles, then the school should consider input from external services (eg Integrated Inclusion Services, Behaviour Support Service, Social Care Services, Health Services etc) to carry out further assessments (possibly more specialised assessments) and make recommendations for new IEP actions and targets.⁷
- 13 Currently, Barnsley Metropolitan Borough Council makes specialist advice available through:
 - a. Integrated Inclusion Services - Educational Psychology Service, Sensory Service, Learning and Cognition Service, Communication and Interaction Service, Speech and Language Therapy Service and Paediatric Therapy Services.
 - b. Behaviour Support Service through Springwell Group (Social, Emotional, and Behavioural Difficulties (BESD) specialist teachers through the BESD referral process).
- 14 Alternatively the educational setting is able to purchase specialist advice from an external source.

The Guidance

- 1 There are three sections:
 - The 'Attainment Profile Grid for English and Mathematics (see page 7)'
 - The Foundation Stage 2 and Key Stage 1 to 4 Threshold Descriptors for:
 - General Learning Difficulties S3.2
 - Behavioural, Social and Emotional difficulties S3.3
 - Autism S3.4
 - Hearing Impairment S3.5
 - Visual Impairment S3.6
 - Physical Difficulties S3.7
 - Multi-sensory impairment S3.8
 - Specific Learning Difficulties S3.9
 - Speech, Language and Communication Needs S3.10
 - Guidance to help decide whether or not to request a statutory assessment
- 2 The Attainment Profile Grid indicates the range of attainment of pupils from the end of Year 1 to the end of Year11. Attainment relates to the sub levels in Mathematics and English. The colour coded cells guide the user to identify the nature of the provision to be made.

Please note: this may not be applicable for some children (e.g. a child with Asperger's Syndrome) in which case please refer to the individual threshold descriptors for further guidance.

	Average students
	Range 0 Within normal differentiation
	Range 1 Additional interventions
	Range 2 Additional interventions supported by external advice
	Range 3 Personalised interventions
	Range 4 High level of need
	Range 5 Complex and/or severe needs which may require a more specialist placement

- 3 The Threshold Descriptors describe the provision to be made from 'Range 0'. It is expected that schools will be making 'Range 0' provision as part of their 'normal differentiation'. The BESD grid includes a description of Range 0 provision and advises schools to consider the Primary and Secondary Strategy BESD materials and Inclusion Development Programme.

Pupils with learning difficulties should be receiving initial support through materials produced over the last few years by DfE.

(<http://www.education.gov.uk/search/results?q=learning+difficulties>)

- 4 Although schools need to refer to the Threshold Descriptor of a pupil's primary special educational need, it is recognised that the impact of a secondary need may increase the level of provision and resources required.

⁷ CoP 4:30, 4:32, 5:55 and 6:63.

Notes

- 1 A working group has been established to make any necessary revisions to the Attainment Profile Grid. It is anticipated that this work will be completed April 2013.
- 2 The Grid and Guidance documents including the Threshold Descriptors will need to change over time to reflect feedback from educational settings; working in a consultative way.
- 3 The material is deliberately called 'Guidance' **NOT** 'Criteria'. This is because each element treats a discrete aspect of a child's learning. It is important to synthesise this evidence with other information about the child to obtain a 'holistic' picture before deciding on the appropriate provision. The focus will be on the progress of the pupil and barriers that they may be experiencing to learning.
- 4 The documents follow a similar but not identical format. This reflects the different approaches to each area of need.
- 5 Ranges in each document have been kept consistent to develop a transparent process that can be understood by practitioners and parents/carers.
- 6 Parents/carers must be fully involved and consulted at all stages of the process.

The following guidance is provided to help SENCOs decide whether or not to request a statutory assessment.

The Statutory Assessment Process

For pupils with substantial special educational needs the statutory assessment process may be followed. The process set out below should be used in conjunction with the detailed guidance provided in the previous sections.

1 Has the school done all it can?

Has the school taken all reasonable steps, using the totality of their delegated resources, to identify, assess and meet the special educational needs of the pupil?

- i Describe how the delegated SEN funding in school relates to this individual pupil.
- ii Explain how the level and nature of particular, targeted support has been received by the pupil.
- iii You will need to confirm that the IEPs describe clear and appropriate targets and support arrangements with a clear focus on progress.
- iv Is there evidence of good/average/poor progress made, against the targets set in the IEP?
- v Describe any changes made in provision and any review of the school's style and approach including reasonable adjustments.
- vi Describe what whole-school arrangements (such as staff awareness, additional training, physical adaptations, consistent management strategies etc) have been put in place?
- vii Describe the use of a range of IT to support a pupil's learning.
- viii Have the needs of the pupil and the provision available in school been shared with parents/carers?

If the responses to each of the issues raised in this section demonstrate that the school has done all it can, move on to Criterion 2.

2 Would some external support help?

- i Describe the steps which have been taken.
- ii A Common Assessment Framework must be in place.
- iii Explain the external agencies which have been involved.
- iv How long have these external agencies been involved?
- v How has external support extended the provision the school is making?
- vi Describe how the support received from external agencies has been acted upon and reflected in the arrangements made for the pupil in school (refer to Criterion 1 - indicator 5 above).
- vii Describe the parental view on the involvement of the external support and the need for statutory assessment.

If the needs of the pupil have still not been addressed, move on to Criterion 3.

3 Is there evidence to indicate that the special educational needs of the pupil are exceptional in relation to other children of the same age within Barnsley MBC and that intervention by the Statutory Assessment Panel (SAP) is called for?

- i Describe in detail the unmet needs and actions that need to be taken that cannot be met from the school's delegated resources.
- ii What evidence is available from external agencies to demonstrate that the child's needs are severe/complex relative to other children of the same age within Barnsley MBC?
- iii What evidence is available from external agencies to demonstrate that the child's needs are long-term?

Attainment Profile Grid for English and Mathematics

(With Acknowledgement to Christine Harrison for the original idea)

LEVEL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
7C											A
6A										A	A
6B									A	A	A
6C									A	A	A
5A								A	A	A	A
5B								A	A	A	
5C							A	A	A		
4A						A	A				
4B						A					
4C					A	A					
3A											
3B				A							
3C											
2A			A								
2B		A									
2C											
1A	A										
1B											
1C											
P8											
P7											
P6											
P5											
P4											
P3											
P2											
P1											

Key

A Average

	Average students	
	Range 0	Within normal differentiation
	Range 1	Additional interventions
	Range 2	Additional interventions supported by external advice
	Range 3	Personalised interventions
	Range 4	High level of need
	Range 5	Complex and/or severe needs which may require a specialist placement

Note : The finance required to fund for Ranges 0 to 3 is within the school budget. Range 4 provision may require additional financial support from Barnsley Local Authority. This could be provided through a Statement of Special Educational Needs. The school's SEN policy will determine the provision made at each range