



Leicestershire
County Council

Leicestershire Schools' SEND Standards

Guidance for Professionals



Through the Special Educational Needs and Disability reforms (SEND reforms), the government requires services to work together across the 0-25 age range.

Under the new system there is a clear emphasis on offering help at **the earliest possible point**.

Children and young people with Special Educational Needs or Disabilities and their parents or carers should be fully involved in decisions about their support and what they want to achieve.

The reforms are set out in the Children and Families Act 2014, and the new Special Educational Needs and Disability Code of Practice: 0-25 years.

School Provision must take due regard to legislation and regulations (for further details see [Appendix 1](#)).

This is the Leicestershire Local Offer.

It describes what all children, young people and their parents and carers can expect as a minimum standard from all schools in the County.

Arrangements for assessing children's needs in schools

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives;
- make a successful transition into adulthood, whether into employment, further or higher education or training.

For some children, SEND can be identified at an early age; however, for other children and young people difficulties become evident only as they develop.

As an education provider, you must ensure that you work in partnership with the child and their parent/ carer in recognising the child's needs and aspirations. Through understanding their needs you will be able to develop a person-centred approach to help plan and outline objectives that match the child's capabilities and aspirations and you will therefore be able to assure the parent/carer that their child's needs are met.

Parents /carers should feel comfortable about sharing information with the staff member responsible for co-ordinating SEND provision. This could be the child's class teacher, a teaching assistant, SENCO or designated teacher in the case of a looked after pupil with SEND in conjunction with the school SENCO or SEN Officer.

School professionals should be informed of what the child likes in order to best assess how they like to learn as well as how well they communicate, make friends and develop interests.

Here are some of the things a school should adhere to:

Every school, including maintained and academies is required to identify and address the special educational needs and disability (SEND) of the pupils that they support, this includes mainstream schools such as maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRU).

Schools must:

- Do everything they can to meet children and young people's SEND needs, **including taking due regard to pupils opinions/voices**;
- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND;
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND;
- Designate a qualified teacher as a SEND co-ordinator (SENCO) to be responsible for co-ordinating SEND provision (This does not apply to 16 to 19 academies);
- Inform parents when they are making special educational provision for a child;
- Have a SEND policy and an inclusion policy which they should publish and review regularly. They should be made available to you and be known by all school staff;
- Prepare and publish a SEN information report, also known as the School's Local Offer, outlining the arrangements for the admission of children with special educational needs and disabilities (SEND), to ensure steps are being taken to prevent these children from being treated less favourably than others, and that facilities are provided to enable access to the school for disabled children;
- There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND. If you are unaware who this is, ask your child's teacher or the school's SENCO.

School leaders (Head teachers, Governors etc) should regularly review how they link in to expertise and resources in order to address SEND in school, and how this can be used to build the quality of whole-school provision as part of school improvement.

- Schools have a responsibility for the identification of SEND. This will be built into the overall approach to monitoring the progress and development of all pupils. In particular, they should ensure that children, parents and young people are actively involved in decision-making throughout this process.
- School should liaise with external agencies when required; for example Autism Outreach or Educational Psychology service.

Equality and inclusion

Schools support pupils with a wide range of SEND. They should regularly review and evaluate the breadth and impact of the support they offer or can access.

- Schools will co-operate with children and young people and their families in conjunction with the local authority in reviewing the provision that is available locally.
- Schools should collaborate with other local education providers to explore how different needs can be met most effectively; ensuring they have due regard to general duties to promote disability equality.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people.

- Schools **must** make reasonable adjustments so that disabled pupils can take advantage of the same opportunities as their peers.
- Schools have duties to prevent discrimination and should therefore promote inclusion through providing equality of opportunity to remove barriers to learning and fostering good relations with children, young people and their families.

For example:

School A - ensured that there was safe access to the playground for a pupil with a wheelchair thus ensuring that the pupil's social time and games activities were not restricted.

School B - ensured that there was sufficient adult support to ensure that a student with ASD was able to attend a school residential trip.

School C - provided safe access to the dining hall with a table at an appropriate level so that a pupil with a wheelchair could sit and have dinner with their peers.

Medical conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions.

- Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of individual pupils.
- If your child also has SEND; school staff members involved in your child's education will be required to ensure that the school provision is planned and delivered in a co-ordinated way with the healthcare plan.

For example:

School A - ensured that the school was fully wheelchair accessible with specialist toilet facilities.

School B - ensured that a key person was identified to support a diabetic student when injecting insulin and that an appropriate room and hand washing was available.

Additional support could be offered through for example:

- Sign supported curriculum with a communication support worker;
- Picture Exchange Communication System (PECS) system and use of social stories;
- Speech and Language programme;
- Occupational Therapy programme;
- Physio therapy Programme;
- other targeted interventions with a qualified person/practitioner;
- Life skills training to support independent living;
- Mobility training;
- Braille programme;
- Opportunities to develop listening skills and language in a quiet space;
- Pre-braille skills programme.

Curriculum

All pupils should have access to a broad and balanced curriculum with high expectations and aspirations for pupils with SEND, which should enable your child to reach their full potential.

For example:

Teachers should plan lessons that take the needs of your child into consideration at the outset ensuring that:

- Teaching Assistant (TA)/Learning Support Assistant (LSA) support is effectively planned in;
- The curriculum should be differentiated to meet the needs of all children;
- Catch-up programmes should be available where needed;
- Curriculum targets are set that provide a challenge;
- In establishments where vocational subjects are offered, ensure they are made available at all levels to meet the needs and aspirations of all pupils;
- SEND students have unrestricted access to curriculum pathways;
- Opportunities exist for all pupils to take part in school trips and extra-curricular activities;
- Activities such as The Prince's Trust and The Duke of Edinburgh's Award, where they are offered in a school, are available for all pupils with SEND.

The Learning Environment

In accordance with the Equality Act 2010 – To enable all pupils to flourish, schools should adapt their environments in such a way as to provide access for a diverse range of needs as part of their standard practice. Reasonable adjustments should be made to enable pupils to access and to allow ensure they receive learning opportunities in a safe environment.

For example through the provision of:

- Signs and symbols to support communication throughout the school;
- Ensuring printed information is provided on cream/buff backgrounds;
- Text to speech software on computers;
- Desk top prompts are available e.g. key word lists, sound mats etc;
- Colour coded timetables;
- Lunch and break time supervision;
- Pastoral support for all pupils;
- General in class support;
- Small group work;
- Keeping background noise to a minimum.

Examples of additional provision which may help to meet specific needs:

- Targeted lunch-time provision;
- Targeted individual work;
- Provision of coloured overlays;
- ICT equipment made available ;
- Low stimulus area;
- Individual behaviour support.

Careers guidance for children and young people

Maintained schools and Pupil Referral Units should ensure that pupils from Year 8 until Year 13 are provided with independent careers guidance. Academies are subject to this duty through their funding agreements.

Special arrangements may include:

- A 1:1 meeting with a careers advisor;
- Work experience which enables pupils with SEND access to appropriate “work experience” provision regardless of their SEND needs.

Identifying SEND in schools

The school should have a clear approach to identifying and responding to SEND at **the earliest point** because making effective provision improves long-term outcomes for the child or young person.

Early identification and response to SEND must be built into the schools overall approach to monitoring the progress and development of all pupils. **School should ensure both the child and their carer are actively involved in the decision-making process.**

An assessment will take into consideration the child’s current skills and levels of attainment on entry to the school, building on information from previous settings and key stages where appropriate. This could include progress in areas other than attainment, such as their wider development or social needs, in order to make a successful transition to adult life.

Whilst slow progress and low attainment may be an indicator of a range of learning difficulties or disabilities, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Persistent disruptive or withdrawn behaviours do not necessarily mean that the child or young person has SEND. Professionals will be aware that persistent disruptive or withdrawn behaviours can be an indicator of learning difficulties or wider mental health difficulties, such as bullying or bereavement.

Schools will take particular care when identifying and assessing SEND for children or young people whose first language is not English. Class teachers will look carefully at all aspects of the child’s or young person’s performance across the full range of areas of learning and development to establish whether their lack of progress is due to limitations in their command of English or if it arises from SEND. Difficulties related solely to limitations in English language are not SEND.

The first response should be high quality teaching targeted at areas of weakness. If the child’s progress is less than expected, the class or subject teacher should work with the parent/carer and the child to help gather information to plan additional support measures designed to secure better progress. The child’s response to such support can help identify any additional or particular needs.

Special educational provision in schools – the graduated response

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.

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

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about your child’s progress, alongside national data and expectations of progress. This should include high quality and accurate assessment using effective tools and early assessment materials.

Where higher levels of need are identified schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals for example the [Specialist Teaching Service](#), [Autism Outreach](#), [Educational Psychology](#), [Learning Support service](#), [Vision Support Service](#), [Hearing Support Service](#) and [ICT Assessment Service \(ICTAS\)](#).

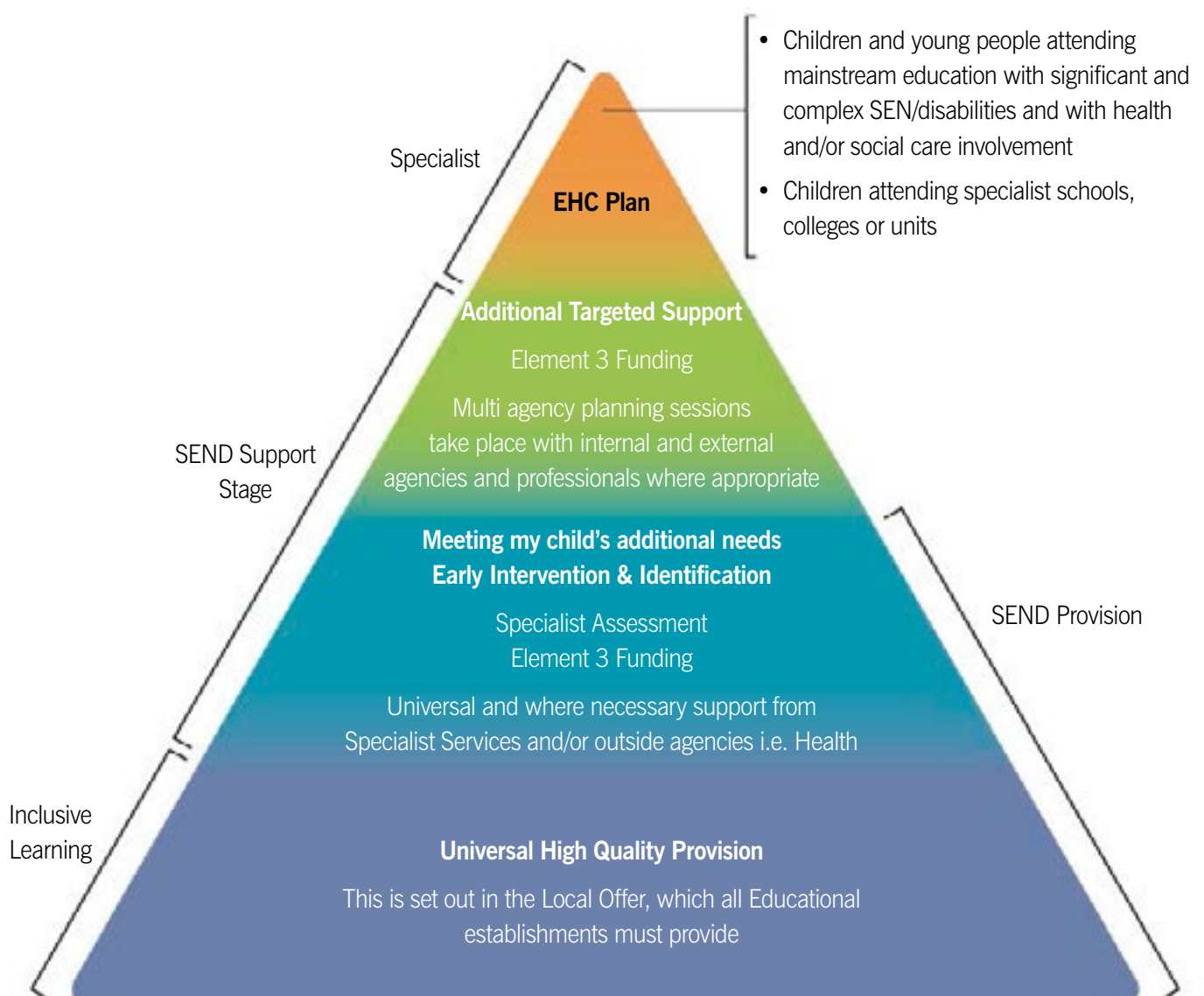
This information gathering should include an early discussion between school, the child and their parent/ carer. These early discussions should be structured to provide a good understanding of the child's areas of strength and difficulty, the parent/carers level of concern, and the agreed outcomes along with the possible next steps for supporting the child. This information will form

part of the child's one page profile, and becomes part of the SEND Support Plan which could feed into the Education, Health and Care (EHC) Plan if appropriate.

Where appropriate schools should inform parents/carers of the local authority's information, advice and support service known as [SEND Information Advice & Support Service \(SENDIASS\)](#).

From Year 9 onwards, planning will reflect the need to ensure young people are preparing for adulthood. The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. In these cases, schools should engage with secondary schools or FE providers, to help plan for these transitions or [Preparing for Adulthood](#).

SEND Model of Graduated Support



A Graduated Response

The Local Authority is required by the funding agency to develop a system to ensure that funding for EHC Plan is used fairly and transparently. Leicestershire's process requires schools to produce a SEND Support Plan for pupils as part of a graduated response prior to application for an EHC Plan. It is not part of the statutory process described in the code of practice but is an essential part of the local system.

| Graduated Response | SEND Provision Levels 1 & 2 | | | SEND Support Plan | | EHC Plan |
|-----------------------------------|--|---|---|--|---|--|
| Initial concern is raised | General Support (universal provision)– Element 1 | SEND support – Element 2 | <p>The SEND Support Plan replaces the Referral for Statutory Assessment form and is used to request either top up funding or a EHC Plan</p> <p>A pupil may have a SEND support plan without top up funding (element 3) as part of the graduated response whilst information is being gathered to move towards application for either top up funding or EHC Plan</p> <p>This will include the involvement of external agencies, the family and the young person – coordinated by the schools/education provider</p> | One page profile – Element 3 | <p>Top up funding is allocated (for a key stage. An application for EHC Plan assessment should not be made for a further 6 months- in order to establish the effectiveness of agreed intervention/ funding</p> | EHC Plan Element 3 |
| Meeting Need | Needs met through normal school activities | Needs met through normal school activities with additional features | | Needs met through normal school activities with additional features that in total cost over £10,000. Part of the graduated response. | | Needs meet the criteria for an EHC Plan Placement agreed via SEND Panel |
| School/ education provider | Mainstream Note: should be reflected in planning documents | Mainstream Note: should be reflected in planning with SENCO and other agencies. Establishments may consider pulling plan together although this is not a statutory requirement | | Mainstream. | | Specialist provision is likely. Some children/ young people may be in a mainstream provision with EHC Plan. |
| Children/ Young people | All | SEND support stage SEND Provision plan | | SEND Support Plan required to access top-up funding. | | A small minority (About 3% of the school population). |
| Funding | £4000 | £6000 | | Cost more than £10,000 from LA Top-up Funding | | In excess of top-up funding. |
| Graduated Response | <p>Note: As part of the graduated response it should be recognised that most children/young people will have their needs met within a particular stage i.e. General Support/ SEND Support, without moving between stages i.e. from SEND Support to SEND Support Plan.</p> <p>In some cases, a child/young person's needs will have been met /remediated with the support they have received and therefore move down a stage requiring less support i.e. SEND Support Plan to SEND Support Stage.</p> | | | | | |

SEND support in schools – Four broad areas of need

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place this is called the SEND Support Stage.

The purpose of identification is to work out what action the school should take to support a pupil **NOT** to fit a pupil into a category.

The school will complete a detailed assessment of need and produce an individual SEND Support Plan to ensure that the full range of the child's needs are identified, not simply the primary need.

In practice, the needs of a young child or person may cut across all areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.

The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using interventions targeted at their areas of difficulty. In some instances this may include the use of specialist equipment from schools or from our software from our [ICT Assessment Service \(ICTAS\)](#)

Listed below are the four broad areas of needs that schools should plan for.

1. Communication and interaction – a child will receive support by their school, for this area of need if they have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Here are some examples of provision that a school may put in place to support children with their **communication and interaction**:

- Opportunities for some additional time to reinforce instructions and explanations i.e. advanced warning of changes in school;
- Opportunities for small group work to develop social skills and interaction with others i.e. friendship groups, Lego therapy;

- Accessible differentiated schemes of work which are broken down into manageable sizes;
- Clear instructions – bullet points on a white board;
- Students passports/one page profiles/teaching tools given to all school staff;
- Key topic language in advance;
- Targeted lunch time provision;
- Time out cards – safe place.

2. Cognition and learning - a child will receive support from their school if they learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Here are some examples of the provision that a provider may put in place to support children with their **cognition and learning**:

- Dyslexia friendly materials used in classrooms e.g. coloured overlays for pupils to use, worksheets and materials printed on coloured paper, writing frames;
- Multi- sensory methods of learning;
- Sympathetic marking of a pupils work;
- Key topic language in advance;
- Make available desk top or pocket prompts e.g. spelling /writing strategies or self-organisation;
- Access to alternative forms of recording work;
- Access to multi-sensory language courses and learning;
- 1:1 reading support/intervention;
- Self-advocacy card system.
- Small group intervention i.e.
 - small spelling group intervention using well founded multi-sensory approaches
 - small writing group intervention
 - small group reading support/intervention
 - study skills group to equip youngsters with strategies to use across the curriculum.

3. Social, emotional and mental health difficulties

– a child will receive support if they have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

Here are some examples of the provision that a school may put in place to support children with **social, emotional and mental health difficulties**:

- Provide a named key person who your child can relate to or trust;
- Counsellor;
- Mentoring;
- Peer mentoring;
- Provide a safe environment for vulnerable children with social and emotional difficulties during lunchtime;
- Opportunities for small group work to help develop social skills and interactions with others i.e. supported social time groups;
- Clear boundaries shared with staff to give a consistent approach;
- Positive reward systems;
- Time out cards/safe place in school;
- Ensure all staff to be aware of the schools behaviour policy.

4. Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Here are some examples of the provision that a provider may be put in place to support children with **sensory or physical needs** through providing:

An inclusive environment by:

- Checking appropriate seating arrangements in the classroom for pupils with hearing impairment;
- Providing additional resources for pupils e.g. a 'Nook' for a visually impaired pupil to download enlarged books and resources;
- Providing opportunities for children with sensory and physical difficulties to mix with other children and develop equal friendships; for example through lunchtime friendship groups;
- Providing corridor passes;
- Participating in an environment audit and making appropriate environment adaptations to ensure a safe and accessible learning environment;
- Opportunities for children with sensory and physical difficulties to access extra-curricular school activities and clubs;
- Ensure alternative means of recording work;
- Access to appropriate storage for equipment for resources and equipment;
- Access to the school network and computers with personalised settings such as magnification;
- Fostering a positive attitude towards children with sensory and physical difficulties, for example through the development of inclusive school policies;
- Providing mentoring and peer mentoring participation in CPD focussed on raising awareness of sensory and physical difficulties;
- Undertaking a risk assessment to ensure any health and safety requirements are implemented both in the school and on school trips.
- Multi-sensory learning tools;
- Ensuring the use of Specialist equipment when required, including offering brail literature when required.

Teaching and Learning

- High expectations and aspirations of achievement for children and young people with sensory and physical difficulties;
- Regular monitoring of children and young persons with sensory and physical difficulties progress;
- Challenging but realistic targets set for children and young people with sensory and physical difficulties to promote independent access and independent learning;
- Small step assessments are used to monitor the progress of children and young people with sensory and significant additional needs;
- Access to the curriculum through the Single Equality Duty - ensuring strategies, materials and resources and specialist equipment is available;
- Adapted and modified resources such as enlargements and colour contrasting work;
- Targeted interventions and 1:1 support to include; handwriting, reading, consolidation of learning and specialist skills delivered by specialist teacher such as touch typing, visual stimulation session;
- Specific resources to meet the child and young person's needs such as coloured paper and black pens;
- Opportunities for listening skills and vocabulary development in quiet listening conditions;
- Consideration of the pace of learning to include all learners;
- Supporting children and young people with sensory and physical difficulties in the use of equipment to maximise their independence;
- Specific resources to meet the child and young person's needs such as coloured paper and black pens;
- Modification of the classroom environment to facilitate access; for example noise and glare reduction, tactile markings;
- Equipment required to produce adapted resources; for example a laminator; photocopier;
- Access to technical support and the use of standard ICT equipment such as a laptop to facilitate access to the curriculum;

- Access to a differentiated curriculum and teaching methods which take into consideration different learning styles;
- Staff access CPD to raise awareness and understanding of the levels of frustration and tiredness of children with sensory and physical difficulties experience.

For guidance to support pupils with **sensory or physical needs**, the [RNIB](#) have provided a useful Quality Standards Resource Provision document, also [NDCS](#) have provided deaf friendly resource documents.

Examples of providing support for children with **sensory or physical needs through social and emotional support:**

- Opportunities to develop independence;
- Targeted interventions and support focussed on social skills and communication;
- Opportunities for children and young people with sensory and physical difficulties to meet with peers with similar difficulties;
- Children and young people with sensory and physical needs are encouraged to advocate their own needs;
- PSCHE lessons are used to promote an awareness of the issues of living with a sensory and physical disability;
- Provision of SEAL (social and emotional aspects of learning);
- Awareness of the signs that indicate a higher level of support in this area and referral processes for children with mental health difficulties (CAMHS);
- Opportunities for the child and parents/carers to be involved in planning and reviewing support to meet their needs;
- Support to access the playground/ outside areas at lunch and break times.

Some children and young people may have SEND that covers more than one of the areas listed above.

Ensuring positive outcomes for beyond school

Where a child requires SEND Support, the class teacher or SENCO should ensure, that the child's parent/carer as well as the child remain involved throughout the process and are kept up to date with the progress made.

SEND Support is part of what is known as the '**graduated approach**'. Please refer to [SEND Model of Graduated Support](#).

The **SEND support stage** should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.



Assess: The child's difficulties must be assessed so that the right support can be provided, this might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

Plan: The school needs to agree a plan in with the full involvement of the child and their parents/carers as to how the child is likely to benefit from the support they get.

Do: The school will put the planned support into place. The child's teacher, SENCO or nominated support staff will remain responsible for working with the child on a regular basis to track their progress and check that the support is being effective.

Review: The support put in place should be reviewed regularly. Together with the child, their parent/carer the teacher/support worker or SENCO will decide whether the support is having a positive impact.

This graduated approach includes regular reviews and the involvement of specialist expertise, when required.

This could include:

- Encouraging children and young persons with sensory and physical difficulties to think about what they can achieve when they leave school;
- Ensuring children with sensory and physical difficulties have access to careers advice;
- Ensuring both young persons and carers are informed of the post-school options and support services available to them;
- Providing work experience opportunities;
- Providing opportunities for the development of life skills.

Transitions

SEND support should include planning and preparation for the transitions into and between phases of education, e.g. early years into junior school, into secondary schools and colleges in preparation for adult life.

To support transition, the school should share information with the school, college or other setting the child or young person is moving to ensuring that they agree what information is to be shared and with whom, with parent/carer and pupil, as part of this planning process.

If the pupil wishes to remain at the school for post-16 provision, this planning and preparation should:

- Involve the young person in the planning and consultation;
- Include consideration of how to provide a high quality study programme;
- Reflect the young person's ambitions, which could include higher education, employment, independent living and participation in society;
- Consider how adaptations are made to the curriculum and the learning environment for children and young people with SEND.

The school should involve specialists, including those secured by the school itself or from outside agencies.

- Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions;
- The child's parent/carer should always be involved in any decision to involve specialists and be kept informed on what is discussed or agreed.
- Agreed actions will be recorded and shared with teaching staff supporting the child in the same way as other SEND support.
- Where assessment indicates that support from specialist services is required, it is important that the child receives it as quickly as possible.
- the Leicestershire Local Offer sets out clearly what support is available from different Specialist Services, and how it may be accessed.

Such specialist services include, but are not limited to:

- Educational psychologists;
- Learning support specialist teachers and/or assessors;
- Child and Adolescent Mental Health Services (CAMHS);
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying;
- Other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's SEND and supporting their families;
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability;
- Therapists (including speech and language therapists, occupational therapists and physiotherapists).

Nurturing principles and practices

The SENCO and class teacher, together with the specialists, will involve parents/carers in their discussions to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support a child's progress.

Schools **must** provide an annual report for parents on their child's progress, and should meet parents at least three times each year.

If the child is receiving SEND support, the school will talk to parents/carers regularly to:

- Set clear outcomes for the child to achieve ;
- Discuss the activities and support that will help achieve the outcomes;
- Review progress towards agreed outcomes;
- Identify any parental responsibilities;
- Provide essential information on the impact of SEND support outside school and any changes in the child's needs.

The views of the child must be included in these discussions.

- A record of the child's outcomes, action and support agreed through these discussions should be kept and shared with all the appropriate school staff.
- Regular discussions with parents/carers regarding the child's progress and their expected outcomes from the support and planned next steps will be recorded.

Details of SEND, outcomes, teaching strategies and the involvement of specialists should be recorded in the school's information systems used to monitor the progress and development of all pupils.

- Schools should readily share information with the parent/carer regarding planning and reviewing progress, enabling them to see the support that has been provided.

The role of the SENCO in schools

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.

- The school should have a readily available SEND Policy, which should outline the role of the SENCO.
- The SENCO should have day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have an EHC plan.

Funding for SEND Support

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.

This funding enables schools to provide a clear description of the types of special educational provision they normally provide and will help parents to understand what they can normally expect the school to provide for pupils with SEND.

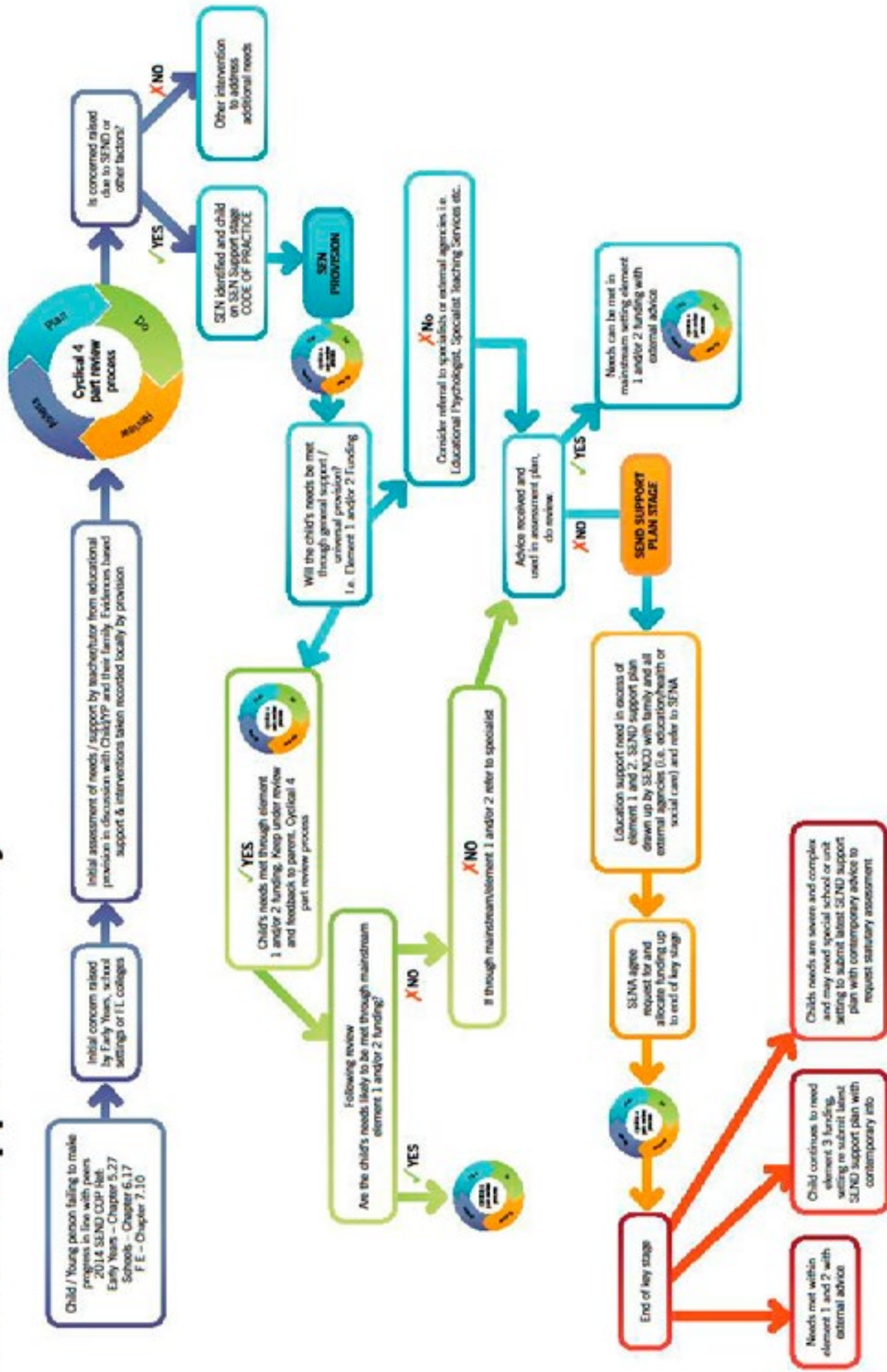
Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year.

Requesting an Education, Health and Care needs assessment

If the child has not made expected progress, the school, along with parents and carers should consider requesting an Education, Health and Care needs assessment.

Information supplied through the [SEND Support Plan](#) is used by [Leicestershire's Special Educational Needs Assessment Service \(SENA\)](#) to inform its production of your child's Education Health and Care Plan, as evidence of the action to be taken by the school, or additional services required as part of your child's SEND support.

SEND Support Pathway



Appendix 1

Through the Special Educational Needs and Disability reforms (known as SEND reforms), the government, is requiring Clinical Commissioning Groups and local authorities to work together to integrate services across the 0-25 age range. Under the new system there is a much clearer emphasis on offering help at **the earliest possible point**, with children and young people with Special Educational Needs or Disabilities and their parents or carers fully involved in decisions about their support and what they want to achieve.

The reforms are set out in the Children and Families Act 2014, and the new Special Educational Needs and Disability Code of Practice: 0-25 years.

School provision must take due regards to following legislation sections and regulations outlined below and contained within the 2014 SEND Code of Practice

Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29;
- Children and young people with special educational needs but no EHC Plan: Section 29;
- Children with SEND in maintained nurseries and mainstream schools: Section 35;
- Using best endeavours to secure special educational provision: Section 66;
- SEND co-ordinators: Section 67;
- Informing parents and young people: Section 68;
- SEN information report: Section 69;
- Duty to support pupils with medical conditions: Section 100.

The Equality Act 2010

The Special Educational Needs and Disability Regulations 2014

Useful documents

For a greater understanding around Equality duty and Human Rights Parents /carers could refer to the following documents:

- [SEND Code of Practice](#)
- [Equality and Human Rights Commission Guidance - Public sector equality duty guidance for schools in England](#)
- This should be read in conjunction with chapter five of the Department for Education Guidance on the [Equality Act 2010](#). This covers the equality duty as it applies to schools.
- There is also more generic guidance on the Equality Duty on the [Equality and Human Riughts Commission's website](#)
- [United Nations Convention on the Rights of Persons with Disabilities](#)
- [United Nations Convention on the Rights of the Child](#)
- [At Leicestershire County Council: Support for schools](#)
- [The Mental Capacity Act and young people](#)
- [Young offenders with SEND](#)