

Child & Adult Services



SEN Draft Guidance 2017

Funding Ranges



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These SEND Range Descriptors are based on national best practice in determining the needs of pupils with SEND. They are based on the four areas of the SEND Code of Practice (2015) and on the 'golden thread' of the graduated approach of assess, plan, do and review that pervades best practice in the implementation of the SEND Code.

This new approach to assessing and describing pupil's needs will determine the funding that will be allocated to ensure that pupils needs are met in the most effective and efficient way. Therefore, it is a 'needs led approach' rather than allocating provision such as 1:1 TA support which characterises the current Hartlepool model. This will be a complete change in culture for schools. The following will be the focus of the new pupil need led approach:

- Greater emphasis on accountability and targeting of spend to meet the pupil's needs
- An evidence base of the assessment of need, the range of interventions in place and the impact and outcome.
- Schools to provide detailed evidence of interventions for the pupil/class/group
- Schools to demonstrate that they are following the SEND Code of Practice; interventions should be based on the graduated response of assess, plan, do and review.
- Interventions should be clearly defined, have specific timescales and outcomes that can be measured. Schools to take account of environmental factors – routines, structure, noise levels, rooming as well as the impact of mental health, sensory needs and emotional resilience.
- An emphasis on the importance of 'Quality First Teaching' and what that looks like in practice.
- It is envisaged that pupil's needs will be met through Ranges 1-3 through the notional budget in the school and for the higher ranges this will be funded from the LA High Needs Budget.
- Schools will need to demonstrate that they are spending the Element 1 (AWPU) and Element 2 (notional SEN based on deprivation indicators including Pupil Premium) – this equates to £10,000 in the notional SEN

Budget. Therefore, evidence of support and interventions and impact will need to be provided, showing the range and frequency of interventions and the costs involved at all levels.

- Services that are provided to schools will need to demonstrate their effectiveness and impact including the cost.

The SEND Range Descriptors will provide a core framework for all professionals working with the pupil and will give greater clarity for parents/families/carers in terms of what the needs of their child are and what their child is receiving. The evidence held by schools will give clarity as to when assessments should take place, the specific interventions that have been put in place and the impact. This evidence will be the basis for any additional funding that may be required over and above what is being provided by the schools SEND budget.

The LA is currently reviewing its SEND panels to ensure that they are fit for purpose and effectively challenge schools in terms of their SEND provision as well as offering guidance on best practice. LA officers will be well versed in the interpretation and implementation of the Ranges.

Schools will need to ensure that SENCO's are appropriately trained and qualified. It is important that they are part of the senior leadership team and that they have access to the school's budget and a thorough understanding of how the school spends Element 1 and 2 of the notional SEND budget.

Implementation of the SEND Ranges across the LA

A working group has been established to trial the SEND Ranges in their schools. The working group consists of Headteacher's and SENCO's of primary and secondary schools with resource bases, Headteacher's and senior staff from the special schools and the PRU and LA officers, Educational Psychologist and SEND Consultant. The working group chose a number of pupils in their settings and placed them within the Ranges with evidence of why they assessed the pupil at that Range. Visits were made by the SEND Consultant and LA SEND Officer to the schools to moderate and scrutinise the evidence base and to agree on the SEND Range.

Feedback on the process and the documentation then informed the Draft SEND Range Descriptors which then was circulated to a wider multi-disciplinary network.

A morning conference was held on November 10th for all schools and services on the SEND Range Descriptors and national SEND developments across the country. This half day session was led by Anne Hayward and Sarah Mincher. The audience were keen for the LA to put an intensive training plan in place for schools and schools agreed that they would release their SENCOs for half a day per half term to attend training and to contribute to working groups set up to implement the Ranges.

A working group was also established to consider the admission criteria for the Additional Resourced Provision in primary and secondary schools. This working group will use the SEND Range Descriptors in terms of criteria for entry into a resourced provision and into specialist provision inside and outside the LA. The LA are part of a Tees Valley group looking at admissions to additionally resourced provision in order that greater consistency of approach can be achieved across the area.

Alongside this guidance and the workshops/training a website is available for all schools to access a range of resources and training materials. The website was originally established by Anne Hayward for SEND work with settings 0-25 in Kent. It has now been extended to include the work being completed in Hartlepool and will have a range of resources that can be accessed by schools. The website address is <http://www.sendwrpproject.co.uk/> (right click and open hyperlink) and the password is SENDproject2017. If schools wish to share their own resources on the website, they are to email Anne Hayward at anne@annehayward.com .

Implementation of the Ranges in school.

The Ranges are a very useful guide for SENCOs and schools staff to assess/identify the needs of pupils and to put into place the appropriate support. The Ranges are from Range 1 through to at least Ranges 5 and 6 whilst some go beyond. They describe the pupil's needs and suggestions for the types of interventions that will be required. Schools will need to evidence all their interventions and the impact of

these. This is best practice nationally and Ofsted will require this level of evidence of input and impact.

The Ranges are in two parts. First part is the general overview of all the Ranges in the areas of the SEND Code of Practice; this gives an indication of the level of need but not the detail. The detail is in the second pack which looks at what should have been in place through Quality First Teaching in Ranges 1-3 through a graduated response and through in school interventions. This would equate to what the school should be spending their notional SEND budget on. Support and intervention should be costed which then demonstrates where the funds have been spent and highlights which interventions have been successful and those that have not.

Any additional support over and above the notional SEND budget from the LA will be based on the needs as identified through the Ranges and on how the school has implemented their resources to meet pupil's needs in Ranges 1-3. The SENCO needs to have access to the schools SEND budget as well as being familiar with other spend such as the Pupil Premium and other similar funds as some pupils will fall into a number of funding areas. It is important the right funds are spent for the right pupils and that there is evidence to show input and impact.

School evidence should show not only school based interventions but also those of specialists and outside agencies if they are involved. This will give an informed picture and overview of the interventions, impact and the progress that the pupil has made as a result. These can be shared with parents and other stakeholders at review periods, for end of term reports and Annual Reviews. Interventions should be part of a progress check every 6 weeks and a data run at the end of every term in line with the assessment framework and process in each school. Undertaking progress checks in this way will also correlate the attainment/achievements alongside other indicators such as attendance, behaviour etc.

In some cases pupils will fall into more than one Range. The school will need to study the Ranges and to highlight where the greatest need is. This may change in time and as the pupil matures. There will be specific times such as transition where the needs may change considering the differing environments and expectations. The









Ranges are a guide and provide a framework for the evidence that will be required. At present this document is in draft form and is intended to be used as working document. Schools will be asked for feedback over the course of the next year and changes will be made as and where necessary. The Early Years section is still in development, EP's and Early Years staff will use the current section as a framework for feedback and shape it for Hartlepool.

Identifying range

1. Read the descriptors in each document and identify those that describe your pupil. You may find it useful to print off a copy of these and highlight ones that apply.
2. Use the SEN Guidance descriptor information in the first column of each range to think about how the pupil's individual profile affects their access to the curriculum and school life. These statements support a decision about whether the pupil is mildly, moderately, severely or profoundly affected and give guidance about how contexts and support needed affect placement at a range.
3. Steps 1 and 2 above should enable professionals to make a judgement about which range the pupil is at currently. It is important to recognise that these ranges can alter either because the pupil's profile change or because of context changes such as times of transition/ school placement.

Using the Guidance to support learning

1. Once the range has been established professionals will find advice about how to support the learning of children and young people at each range.
2. It is important to recognise that Quality First Teaching will provide a firm basis upon which to use the additional strategies identified at each range. Strategies and advice from earlier ranges need to be utilised as well as more specialised information as the ranges increase. The Ranges are colour coded throughout the guidance as follows.

-  Range 1 - School based responses – Universal mainstream
-  Range 2 – School based responses – Universal mainstream
-  Range 3 – School based responses – Universal/Targeted mainstream
-  Range 4i – Targeted Mainstream
-  Range 4ii – Targeted Mainstream / ARP
-  Range 5 – Special School/ARP (Some YP may be in a mainstream setting due to parental choice)
-  Range 6 - Special School
-  Exceptional – Highly Specialist Provision possibly 24 hour.

Key Characteristics of effective provision for pupils and CYP with SEND

- Development of a personalised pathway with the CYP at the heart of all that we do.
- The school/setting to follow the SEND Code in terms of the graduated response of Assess, Plan, Do and Review in all aspects of their work and that this can be evidenced
- Curriculum modifications have been made and documented in teachers short and medium term planning.
- Departments can evidence that they have made reasonable adjustments to their curriculum and that they can evidence this change through planning, observations, learning walks and scrutiny of pupils work.
- There is a clear and well documented training plan across the whole school for staff in terms of meeting the pupils with SEND in the school.
- Parents and pupils are involved at all stages
- TAs are routinely involved with planning, assessment and evaluation of pupils progress
- There are clear base line assessments on entry and exit of the interventions.
- Transition is handled effectively
- Target setting is SMART and can be followed through in terms of input and impact.

- Timetables are personalised
- Leaders and managers regularly scrutinise the work of pupils with SEND, observe lessons and undertake focused learning walk through. This is then fed back to the Governor for SEND who come into the school at least on a 6 weekly basis to report to the Governing Body on the progress of pupils with SEND and those who are vulnerable.
- The learning environment is conducive to the need of the pupils and is communication environment friendly.
- The resources and in particular ICT enable pupils with SEND to access the curriculum.

Social, Emotional & Mental Health Needs Guidance

Range Descriptors Overview

Range 1

- Children will have been identified as presenting with some low level features of behaviour, emotional, social difficulties.
- They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration.
- They may follow some but not all school rules/routines around behaviour in the school environment.
- They may experience some difficulties with social /interaction skills.
- They may show signs of stress and anxiety and/or difficulties managing emotions and behaviour on occasions.

Range 2

- Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the C/YP's behaviour/social skill despite quality first teaching and range 1 interventions being in place.
- SEMH continues to interfere with pupils' social/learning development across a range of settings and pupils do not follow routines in school consistently.
- Pupils have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions.
- Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour may be beginning to emerge that impact on learning.
- Pupil may show patterns of stress/anxiety related to specific times of the day.
- Pupils may have a preference for own agenda and be reluctant to follow instructions.

	<ul style="list-style-type: none"> • Pupils may have begun to experience short term behavioural crisis. • SEN Support Plan/BSP in place.
Range 3	<ul style="list-style-type: none"> • Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the C/YP's behaviour/social skill despite quality first teaching and interventions being in place. • SEMH interferes more frequently with pupils' social/learning development across a range of settings and pupils do not follow routines in school without adult support. • Pupils may be at risk of exclusion and have more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions. • Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning. • Pupil patterns of stress/anxiety related to specific times of the day have become more common. • Pupils have a preference for own agenda and are reluctant to follow instructions. • Short-term behavioural crisis have become more frequent and are more intense. • SEN Support Plan/BSP in place.
Range 4i	<ul style="list-style-type: none"> • Pupil continues to present with significant and persistent levels of behaviour, emotional, social difficulties which are now more complex and which necessitate a multi-agency response. • Pupil is more likely to have experienced fixed term exclusion from school or internal exclusion in school or is accessing alternative education.

	<ul style="list-style-type: none"> • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day. • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance. • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers. • Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning. • Not accessed the curriculum/ learning for over a term. • Coordinated Support Plan in place.
<p>Range 4ii</p>	<ul style="list-style-type: none"> • Pupil continues to present with severe and persistent levels of behaviour, emotional, social difficulties which continue to be complex and long term and which necessitate a continued multi-agency response. • Slow to develop age appropriate self-care skills due to levels of maturity. • Pupil is likely to have experienced fixed term exclusions and is at risk of permanent exclusion. • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day. • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance. • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers.

	<ul style="list-style-type: none"> • Careful social and emotional differentiation of the curriculum essential to ensure progress with learning. • May not have fully accessed learning for over two terms. • Coordinated Support Plan/EHCP in place or in progress.
<p>Range 5i</p>	<ul style="list-style-type: none"> • Severe and increasing behavioural difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including: <ul style="list-style-type: none"> • Mental health difficulties, acute anxiety, attachment issues, Conduct disorders. • Patterns of regular school absences. • Disengaged from learning, which may significantly impact on performance. • Verbally and physically aggressive. • Reliant on adult support to remain on task. • Engaging in high risk taking activities likely to be at school and within the community. • Difficulties expressing empathy, emotionally detached, could have tendency to hurt others and self. • Behaviour likely to include soiling, smearing, deliberate urinating and defecating. • Issues around identity and belonging. • Needing to be in control, bullying behaviours (victim & perpetrator). • Difficulties sustaining relationships. • Over-friendly or withdrawn with strangers, at risk of exploitation. • Provocative in appearance and behaviour, evidence of sexualised language or behaviours. • Physical, sensory and medical needs such as that require medication and regular review. • Coordinated Support Plan/EHCP in place or in progress.

<p>Range 5ii</p>	<ul style="list-style-type: none"> • As Range 5i but requires a very personalised provision, within a small class environment with a high ratio of staff to pupils. • Consideration of therapeutic input. • EHCP in place or in progress.
<p>Range 6</p>	<ul style="list-style-type: none"> • Continuing complex and increasing behavioural difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including: <ul style="list-style-type: none"> • Significant challenging behaviour. • Requiring a range of therapeutic interventions or referral to specialist support services (CAMHS, Social Care, YOS). • Unable to manage self in group without dedicated support. • Subject to neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours. • Involved in substance misuse either as a user or exploited into distribution/selling. • Poor attendance, requires high level of adult intervention to bring into school, even with transport provided. • Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive. • Damage to property. • Tendency to hurt others and self or animals. • Require targeted teaching in order to access learning in dedicated space away from others. • Health and safety risk to self and others due to increased levels of agitation and presenting risks. • Sexualised language and behaviour, identified at risk of CSE.

	<ul style="list-style-type: none"> • EHCP in place.
<p>Exceptional</p>	<ul style="list-style-type: none"> • Continued long term and severe behavioural, emotional, and social difficulties, necessitating a continued multi agency response coordinated as annual, interim or emergency SEN review and met in specialist provision. <p>Needs likely to include:</p> <ul style="list-style-type: none"> • Self harming behaviour. • Harming animals. • Attempted suicide. • Persistent substance abuse. • Extreme sexualised language and behaviour , sexually exploited. • Extreme violent/aggressive behaviour. • Serious mental health issues. • Long term non-attendance and disaffection. • Regular appearance in court for anti-social behaviour/criminal activity. • Puts self and others in danger. • Frequently missing for long periods. • Extreme vulnerability.