

Checklist and Flowcharts for SEND

Graduated Response



The SEND Code of Practice 0-25 promotes the use of the 'assess, plan, do, review cycle'.

This cycle can be used to meet the needs of children/young people and improve practice at many levels ensuring that:

- individual children/young people at or being considered for SEND support and those with an EHCP plan receive the best possible provision and achieve positive outcomes
- SEND provision made by an educational setting evolves to meet the needs of all children/young people with SEND
- the EHCP needs assessment, planning and review processes support children/young people, their families and educational setting
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Educational settings and the 'assess, plan, do, review' cycle – individuals

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

All planning must be pupil centred and outcomes focussed and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENCO supports teachers in the effective implementation of provision

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

Educational settings and the 'assess, plan, do, review' cycle – whole school

Every school must publish an SEND Information Report and this can be found on the school's website. If a parent or carer needs to challenge a school they can refer to this in meetings and quote from it.

This document must be dated and updated annually to:

- review the provision that has been made over the last year
- assess the changes that need to be made to provision and
- plan for the coming year recording what the school will do.



SEN Support in Schools

Before you meet:

Write down your concerns and points to raise. Consider taking a friend or partner to make notes so you can concentrate on the conversation.

If you disagree at any point, you can ask to involve the Disagreement Resolution service or speak to the Information, Advice & Support Services Network www.iasnetwork.org.uk

If your child's needs are clearly severe, an EHCP assessment may be requested without the SEN Support stage (or conducted before school age)

You, or your child's school are concerned that your child may have some kind of special need



Meet with your child's class teacher and/or SENCo to discuss concerns



Agree on a plan of action using the **Assess, Plan, Do, Review** cycle & decide together which external assessments will be needed

Work with the school to see what services from the Local Offer your child can access to help them overcome any barriers to learning

If your child has a medical condition, ask to see your school's policy that complies with the Government's Statutory Guidance **Supporting pupils at school with medical conditions**. Ask how these guidelines can be used to support your child, if necessary

If progress is made, continue the cycle of Assess, Plan, Do, Review. However, at any point, if you feel the interventions are not working, you can choose to apply for a statutory assessment for an Education, Health and Care Plan

Make sure you meet the expert after they have carried out any external assessment on your child, so you can give them any additional information. You know your child better than anyone and your input is vital

When the report(s) have been received ask to meet with the class teacher and SENCo again to revise any interventions in the light of the report recommendations. Agree a date for initial review

There may come a point at which you agree your child has made sufficient progress and no further support is required. However, you can ask for SEN help again at any point if you think it is needed.

On the review date, discuss with the teacher/SENCo how the interventions are working, any changes that need to be made and a further review date

An EHCP can be requested by parent, young person, teacher or anyone else concerned about the child's SEN

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

When your application has been received, you will be asked if you think you might need assistance from an Independent Supporter to help you through the process. They are not connected to the local authority and can be supplied by a local non-profit organisation or by the local Information, Advice & Support Service (formerly Parent Partnership), depending on the area you are in. The IS will help to coordinate the process and provide help and support to your family during this time.

Move to
Sheet 2

Requesting an Education, Health and Care (EHC) Needs Assessment

An EHCP can be requested by parent, young person, teacher or anyone else concerned about the child's SEN

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

A full diagram of the process can be found in the Code of Practice p154.

Contact your local authority's SEN department and ask to start the SEN Statutory Assessment process.

When your initial request has been received, think about what help you might need with this, for example from an independent supporter who can help you through the process. Your LA will ask you about this. Independent Supporters can be supplied by a local non-profit organisation or by the IASS Network, depending on the area you are in. The IS can help to coordinate the process and/or provide help and support to your family while the process is underway. You can decide the kind of help, if any, that you think you will need

You then have six weeks during which time the Local Authority should seek to gather school reports, old IEPs/ documentation from the Assess/Plan/Do/Review process, any other speech & language/educational psychology/ OT or other reports.
Parents may wish, if they are able, to gather together all the reports and information that related to their child's SEND themselves as well to ensure everything is considered by the LA. This will also assist as a timeline reminder

You then need to write your child's story including any relevant information from the gathered reports. If you have an Independent Supporter, they will be able to assist you with all of these steps. Include how your child's difficulties impact upon your whole family and what support your child already has that really helps. Remember to think about their strengths as well! Make sure you number the reports and include them in your application (only ever send copies). Any medical and social care needs should be included.

The local authority decides whether or not to conduct an assessment of SEND.

If the response is no, the LA should advise you of other options short of statutory assessment that can support your child from the Local Offer on the Assess, Plan, Do, Review process. Your LA should never just say 'No' without looking at what provision can better help your child from the Local Offer

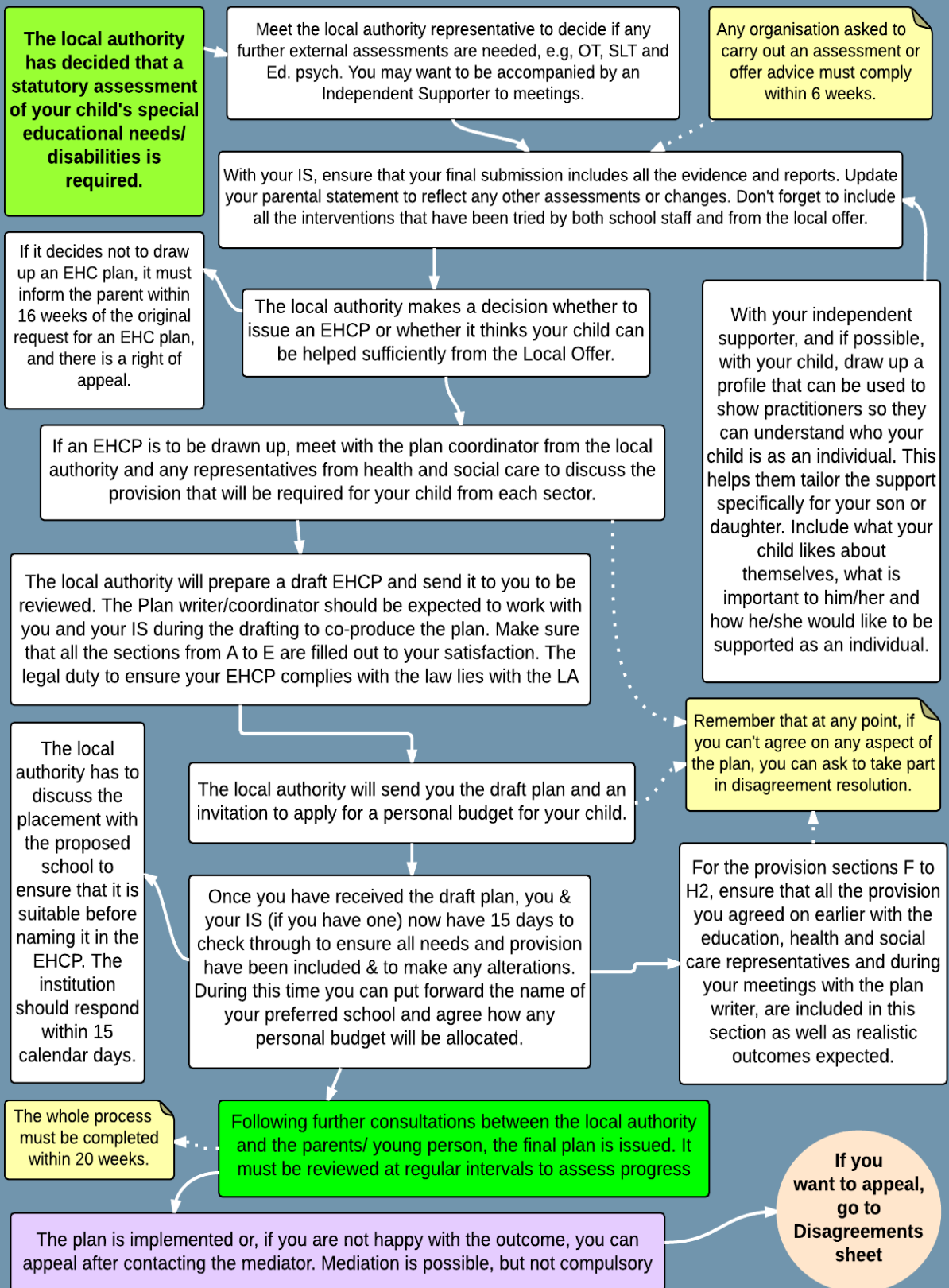
If you are not satisfied with this decision or any other help sourced from the Local Offer help you can seek mediation and/or appeal to the SEND Tribunal

If an assessment is agreed, move to part 3 "conducting an assessment"

Move to part 4, Disagreements"



Conducting an Education, Health and Care (EHC) Needs Assessment





What you can do if you disagree with decisions

If you are not satisfied with either a local authority's decision not to assess your child for an EHCP, OR not to provide an EHCP after a statutory assessment, you can appeal to the SEND Tribunal.

Appealing to Tribunal can be done in the name of the parent or the child/ young person. Additionally, if you are not satisfied with any of the needs or provision or placement offered in a new EHCP, you can also appeal (but only to SEND Tribunal for the education part). Despite the health provision being a legal duty, there is, at present, no single pathway to the appeal process.

For both health provision and social care complaints about provision in an EHCP, you must use the relevant complaints process for that provider. If you are still not satisfied, you can contact the health or social care ombudsman

Remember that at any point, if you can't agree on any aspect of the plan, you can ask to take part in disagreement resolution. This is in ADDITION to any mediation or appeal

To appeal, you have two months after the local authority's decision. You can register an appeal when you have a certificate from the mediator. If you choose to go to mediation & it fails, you will have a minimum of a month after that to register an appeal.

Before appealing about

1. Refusal to assess,
2. Refusal to issue an EHCP, OR
3. The SEN part of an EHC plan

you **must** first contact a mediation advisor. The LA must inform you about how to do this*. The mediator will give you evidence that you have done so. You will be encouraged to participate in mediation, however, this is not compulsory if you feel that mediation will not work. If at all possible, keep the lines of communication open - you can still reach an agreement that works for your family at any time up to the date of Tribunal.

* If your appeal is only about placement aspects, you do not have to seek mediation first

All decisions where there is no appeal right to the Tribunal can be challenged via Judicial Review. Families will need legal advice in relation to Judicial Review and legal aid may be available to pay for this.

If you do decide to head for tribunal, there are free sources of legal advice to help such as IPSEA <http://bit.ly/ipsea-SEN> and Contact A Family SEN line <http://bit.ly/CAF-SEN>. (SNJ advice: It is not advisable to go to appeal without seeking legal advice and/or advocacy support)

Full details
can be found in
Chapter 11 of the
SEND Code of
Practice