

# The Learning Trust's interpretation of the SEN Code of Practice for schools and settings in Hackney

	Basic Provision	School / Early Years Action	School / Early Years Action Plus	Statutory Assessment / Statement				
<b>The SEN Code of Practice says</b>	The school / setting will provide a broad and balanced curriculum and wide-ranging strategies for all pupils.  The LA (Local Authority) must make Parent Partnership services known to parents/carers, head-teachers, schools and others they consider appropriate.	As well as <b>Basic Provision</b> , the school / setting should take actions which are additional to, and different from, the arrangements for children of the same age.	As well as making the provisions listed under <b>School / Early Years Action</b> , the school / setting should seek and make use of advice from outside professionals.	If convincing evidence shows that expected progress has not been made despite the provisions made under <b>School / Early Years Action Plus</b> , the LA might consider that it should determine SEN provision. The first stage in the process is Statutory Assessment.				
<b>Provision in our schools and settings</b>	Our schools and settings have a duty to: <ul style="list-style-type: none"> <li>• make sure that both the curriculum and the physical environment are accessible to all pupils</li> <li>• comply with the Disability Discrimination Act</li> <li>• provide a broad and balanced curriculum</li> <li>• provide a safe and supportive learning environment</li> <li>• make and follow care plans for children with health needs</li> <li>• tell parents/carers when they first identify that a pupil has SEN</li> <li>• work in partnership with parents and carers</li> <li>• make sure that the views of the pupil are heard</li> <li>• appoint a SENCO</li> <li>• appoint a SEN governor</li> </ul> <p>Hackney Parent Partnership Service provides information, advice and support to parents/carers of children and young people with Special Educational Needs and disabilities.</p>	As well as meeting the requirements of <b>Basic Provision</b> , our schools and settings have a duty to: <ul style="list-style-type: none"> <li>• make a detailed assessment of the pupil's needs, learning and behaviour</li> <li>• consult parents/carers and provide information on SEN</li> <li>• prepare an individual or group provision plan</li> <li>• differentiate the curriculum, which may involve an understanding of the pupil's learning style and/or the use of a particular teaching style or different materials by the class teacher or a teaching assistant</li> <li>• where necessary, provide individual care arrangements through identified school / setting staff</li> <li>• review progress with the child and their parents/carers every term or at least twice a year</li> <li>• use delegated SEN funds for individual programmes and strategies</li> <li>• use delegated SEN funds to provide special equipment where necessary</li> </ul>	As well as meeting the requirements of <b>School / Early Years Action</b> , our schools and settings have a duty to : <ul style="list-style-type: none"> <li>• seek and make use of advice from professionals working within and outside The Learning Trust</li> <li>• provide learning programmes recommended by specialists as needed</li> </ul>	A request for Statutory Assessment can come from school / setting or parent/carer. The decision whether or not to begin one is made by TLT's Pre-Assessment Panel (PAP). A Statement is issued when, in light of the evidence collected, TLT considers that it should decide the pupil's SEN Provision. A Note in Lieu of Statement will be issued if TLT decides that needs can continue to be met at <b>School / Early Years Action Plus</b> . TLT will categorise the pupil's needs as being of "high" or "low" incidence based on their severity, complexity and their impact on access to teaching and learning. The following areas are considered: <table border="1" data-bbox="2012 779 2867 1146"> <thead> <tr> <th>High Incidence Need (HI):</th> <th>Low Incidence Need (LI):</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• slow cognitive development</li> <li>• literacy and / or numeracy difficulties</li> <li>• specific learning difficulties</li> <li>• moderate learning difficulties</li> <li>• behavioural difficulties</li> <li>• sensory impairment</li> <li>• physical disabilities</li> <li>• severe health problems</li> <li>• communication difficulties</li> <li>• organic or neurological conditions causing marked difficulties in all aspects of development</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• severe learning difficulties</li> <li>• severe visual and hearing difficulties</li> <li>• severe physical disabilities</li> <li>• severe communication disorders</li> <li>• severe Autistic Spectrum Disorders</li> <li>• serious medical conditions</li> <li>• severe behavioural difficulties</li> <li>• children with complex needs requiring input from a range of professionals</li> </ul> </td> </tr> </tbody> </table>	High Incidence Need (HI):	Low Incidence Need (LI):	<ul style="list-style-type: none"> <li>• slow cognitive development</li> <li>• literacy and / or numeracy difficulties</li> <li>• specific learning difficulties</li> <li>• moderate learning difficulties</li> <li>• behavioural difficulties</li> <li>• sensory impairment</li> <li>• physical disabilities</li> <li>• severe health problems</li> <li>• communication difficulties</li> <li>• organic or neurological conditions causing marked difficulties in all aspects of development</li> </ul>	<ul style="list-style-type: none"> <li>• severe learning difficulties</li> <li>• severe visual and hearing difficulties</li> <li>• severe physical disabilities</li> <li>• severe communication disorders</li> <li>• severe Autistic Spectrum Disorders</li> <li>• serious medical conditions</li> <li>• severe behavioural difficulties</li> <li>• children with complex needs requiring input from a range of professionals</li> </ul>
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<b>Who pays for it?</b>	The school from the Individual School's Budget (ISB)	The school, from the ISB and additional SEN funding delegated in their budget for meeting needs under <b>School / Early Years Action</b> .	The school, from the ISB and additional SEN funding delegated in their budget for meeting needs under <b>School / Early Years Action</b> and <b>School / Early Years Action Plus</b> .	<p>HI - The school, from the ISB and additional SEN funding delegated in their budget for meeting needs under School Action and School Action Plus, and from delegated funds for meeting High Incidence Needs.</p> <p>LI - The school, from the ISB and from additional SEN funding delegated in their budget for meeting needs under School Action and School Action Plus, and The Learning Trust, through additional funding as specified in the Statement.</p>				
<b>Who monitors it?</b>	<p>Parents/carers: Parents' evenings, the School Profile</p> <p>The School: Teachers using assessment procedures and target setting, Senior Leadership Team, School SEN Self Evaluation (SSSE)</p> <p>Governors: Headteacher reports, Finance Committee</p> <p>The Learning Trust: SSSE with the Educational Psychology Service, School Self Evaluation Form (SEF), annual categorisation report to the governing body</p> <p>OfSTED: Inspection of schools / setting and TLT</p>	<p>Provision reviews, the School Profile</p> <p>Teachers and SEN support staff using assessment procedures and individual target setting, provision reviews, SENCO and Senior Leadership Team, School SEN Self Evaluation (SSSE)</p> <p>Headteacher and SENCO reports, SEN Governor, Finance Committee</p> <p>SEN Audit, SSSE with the Educational Psychology Service, School Self Evaluation Form (SEF), annual categorisation report to the governing body</p> <p>Inspection of schools / settings and TLT</p>	<p>Provision reviews, the School Profile</p> <p>Teachers and SEN support staff using assessment procedures and individual target setting, provision reviews, SENCO and Senior Leadership Team, School SEN Self Evaluation (SSSE)</p> <p>Headteacher and SENCO reports, SEN Governor, Finance Committee</p> <p>SEN Audit, SSSE with the Educational Psychology Service, School Self Evaluation Form (SEF), annual categorisation report to the governing body</p> <p>Inspection of schools / settings and TLT</p>	<p>Provision reviews, Annual Reviews, the School Profile</p> <p>Teachers and SEN support staff using assessment procedures and individual target setting, provision reviews, SENCO and Senior Leadership Team, Annual Review of the Statement of Special Educational Needs, School SEN Self Evaluation (SSSE)</p> <p>Headteacher and SENCO reports, SEN Governor, Finance Committee</p> <p>SEN Audit, SSSE with the Educational Psychology Service, School Self Evaluation Form (SEF), annual categorisation report to the governing body, Complex Needs Panel analysis of Annual Reviews, SEN Assessment &amp; Monitoring Team</p> <p>Inspection of schools / settings and TLT</p>				