

Identifying pupils with SEND:

A pupil has Special Educational Needs if their learning difficulty/disability requires special educational provision different from or additional to that normally available.

Many safeguarding issues may overlap with a pupil's SEND needs.

Education settings should:

- Assess and respond quickly to each pupil's current skills & level of attainment on entry
- Build on information from previous settings and key stages
- Consider whether a pupil has a disability under the Equality Act 2010 & what reasonable adjustments are needed
- Listen to, understand & address pupils, parents & carers knowledge & concerns
- Assess pupils with emotional and/or behaviour issues for undiagnosed learning or communication difficulties or mental health issues
- If housing, family or other issues are present, consider a multi-agency approach using a [Family Common Assessment](#).
- Consider whether bullying, bereavement etc. are having an impact on well-being
- Look carefully at all aspects of a child or young person's performance to establish whether lack of progress is due to limitations in their command of English rather than having special needs

There are four broad areas of need which help settings to plan & review the support provided:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

Your SEND policy must be set out in clear, straightforward language & easily accessible by young people and parents.

Schools should publish information on their websites about:

- The implementation of their SEND policy
- The names of staff in school for pupils, parents or carers to talk to if they have concerns

Improving outcomes - settings should:

- Support pupils with SEND, whether or not they have an EHC plan
- Designate a SENDCo to co-ordinate provision & liaise with parents & carers
- Ensure that pupils with SEND can take part in all activities at the setting
- Follow the statutory guidance '[Supporting pupils with medical conditions at school](#)'
- Understand & follow the [Equality Act 2010](#) including reasonable adjustments, providing aids & services, & preventing disadvantage
- Prevent discrimination, promote equality of opportunity and foster good relations
- Ensure a member of the governing body has specific oversight of SEND arrangements
- Regularly review & record the use of SEND expertise & resources to improve provision
- Involve parents & carers in decisions to obtain specialist advice about support & intervention
- Consider a range of support, equipment, strategies & interventions to support progress

Principles in practice include:

- Taking all views into account
- Consider whether parental vulnerabilities affect their understanding of the child's needs
- Enabling everyone to take part in decisions
- Working with all agencies to provide support
- Identifying need
- High quality provision to meet those needs
- Inclusive practices & removing barriers
- Helping pupils to prepare for adulthood

Chapter 1, [SEND Code of Practice: 0 to 25 years](#)

Safeguarding training:

SENDCos are welcome to attend the [Sheffield Children Safeguarding Partnership 'Advanced' level safeguarding training](#) for education settings. Follow the link above.

SEND pupils in alternative provision:

Where the education of a SEND pupil is with an Alternative Provider it must follow the pupil's EHC plan. If no plan is in place the provider should employ an appropriate response to their needs.

Working Together:

Local authorities have a duty to ensure, & partners have a duty to co-operate with, the provision of good quality & well integrated services from educational, training, health & social care agencies to promote wellbeing for children & young people with Special Education Needs and Disabilities (SEND).

This requires close co-operation between all partners to research, plan, commission & review services.

Schools will contribute to the educational provision described in the [Sheffield's SEND Local Offer](#) and take part in wider strategic planning for education in the local area.

Education, Health & Care Needs Assessment:

If an education setting has a pupil with significant needs requiring immediate specialist assessment & intervention which the setting is unable to provide, it can make a request for an EHC Needs Assessment from the Local Authority.

Education settings must:

- Co-operate in carrying out the assessment & the development & review of an EHC plan
- Admit a young person to the school & provide educational support if specified in the plan

Follow links for more information on: [EHC Needs Assessment](#) and [changes to the law on EHC needs assessments and plans due to COVID-19](#).

Preparing for adulthood - all pupils should be:

- Supported to prepare for adult life & achieve employment, independent living, health & community participation
- Included in all activities, social groups, friendship networks & community activities, particularly when transferring from one phase or setting to another.

Looked after children (LAC):

- Around 70% of looked after children have some form of SEND, and it is likely that a significant proportion of them will have an EHC plan.
- All education settings must appoint a LAC Designated Teacher who works closely with the SENDCo to ensure that the implications are fully understood by relevant school staff.

Local authorities must promote the educational achievement of LAC/previously LAC children wherever they are placed and appoint a Virtual School Head (VSH) to lead a team which tracks their progress.

The right to make decisions:

At the end of the academic year in which they turn 16, young people have some rights to make requests & decisions independently of their parents/carers (Children and Families Act 2014).

Parents & carers can continue to support young people or act on their behalf with the agreement of the young person (dependent on mental capacity).

In most situations parents & carers will remain closely involved particularly where there are concerns about a pupil's behaviour or welfare & in discussions about the young person's studies.

Although the Children & Families Act 2014 transfers some rights directly to young people from the end of compulsory school age, this does not necessitate any change to a school's safeguarding or welfare policy.

Military Service children:

The [Children's Education Advisory Service \(CEAS\)](#) provides advice to Service parents, educational settings & local authorities about SEND issues.

Children may face difficulties that are unique to the nature of their serving parent's employment, e.g.:

- Relocating more often & sometimes at short notice needing transitions to be well managed to avoid delays in assessing & meeting needs
- Deployment to operational arenas resulting in anxiety, dips in educational performance and/or emotional difficulties.

Education settings should ensure that:

- The impact of their policies, administrative processes and patterns of provision do not disadvantage such children
- All SEND & safeguarding records transfer quickly between education settings in the UK and overseas, to enable effective planning
- All reviews explicitly consider Service-related issues
- Access to assessments, interventions & provision is determined on the nature, severity & complexity of the needs presented and not to the amount of time left in a particular school
- They consider how the Service Pupils' Premium is used to improve SEND provision
- The Ministry of Defence is developing an [Education Overseas Supportability \(EOS\) form](#) to replace the Pupil Information Profile for military service children

Chapter 10, Children & young people in specific circumstances, [SEND Code of Practice. 0 to 25 years](#)