

SEN PROVISION: EDUCATION, HEALTH AND CARE (EHC) PLAN

EHC plans are:

- for those with more complex needs
- reviewed formally annually – using person centred planning & the structured conversation
- outcomes focused
- clear about how services will work together to support the outcomes & meet the pupil's needs
- SEN pupil & parent focused, putting them at the centre of decision-making about SEN provision
- including information about how the parents personal budget for SEN is to be used

IMPLICATIONS OF THE SEN CHANGES FOR EVERY TEACHER & TA

All teachers and TAs must:

- know where SEN pupils are in their learning & development
- listen to the views and insights of parents & the SEN pupil to inform planning for provision
- have high expectations & ambitions for SEN pupils
- set stretching targets
- track SEN pupil progress towards meeting target set every term
- make regular assessments of SEN pupil progress.

IMPLICATIONS OF THE SEN CHANGES FOR EVERY TEACHER & TA

All teachers and TAs must:

- keep the additional/different provision under review
- ensure intervention approaches used are evidence-based & are having a positive impact on SEN pupil progress
- plan & review SEN support, in partnership with parents/carers, the SEN pupil & SENCO
- request more specialist assessments where a SEN pupil appears to be making inadequate progress, & falling considerably behind their peers.

THE ROLE OF THE SENCO

- **Strategic leader** – of SEN policy & provision
- **Adviser** – providing professional advice & guidance to staff, on the graduated approach to SEN Support
- **Capacity builder** – contributing to the professional development of teachers & TAs in meeting the four areas of SEN
- **Collaborator** – commissioning support from external agencies
- **Quality assurer** – evaluating the impact of SEN Support & EHC plan provision, across the school
- **Advocate** – for SEN pupils & their parents/carers

SIGNPOSTING TO FURTHER SEN RESOURCES

- Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; & moderate learning difficulties
- (www.advanced-training.org.uk)
- Training materials for complex needs (www.complexneeds.org.uk)
- Inclusion Development Programme (IDP) (www.idponline.org.uk)
- Nasen resources: A Whole School Approach to Improving Access, Participation and Achievement (www.nasentraining.org.uk/training-pack)

REFLECTION & NEXT STEPS

- Any questions?
- What will be your first priority for action following this presentation?

Figure 4.2 Model SENCO PowerPoint presentation for SEND INSET