

### 'SEND is the sole responsibility of the SENCo'

**1** All teachers must have a clear understanding of the needs of all pupils, including those with SEND. For every teacher, it is an integral part of planning and teaching effectively. Teachers should be supported to work effectively with teaching assistants and to ensure all pupils, including those with SEND, have access to high-quality teaching.

For example, if a new teacher is preparing for a new class in September, they may do some, or all, of the following:

- Develop a seating plan that considers peer dynamics and support, alongside specific needs.
- Ensure access to high quality learning materials; for example, manipulatives in maths.
- Co-planning with the TA to ensure that high-quality teaching is established for all.
- Personalised communication with the parents of pupils with SEND at the start of the school year.

### 'If a child has SEND, they automatically need an EHC plan.'

**3** The majority of children with SEND make progress with high quality teaching, reasonable adjustments and targeted interventions carefully planned to meet their needs. An Education, Health and Care (EHC) plan is a legal document which could last until the child is 25 years old.

An EHC plan assessment can be requested from the Local Authority if, despite following the assess, plan, do, review\* procedure, the child is not meeting the expected standard. Each Local Authority will take in to account a range of evidence including the school's own records and they will have their own procedures (your Special Educational Needs Coordinator (SENCo) will be familiar with these).

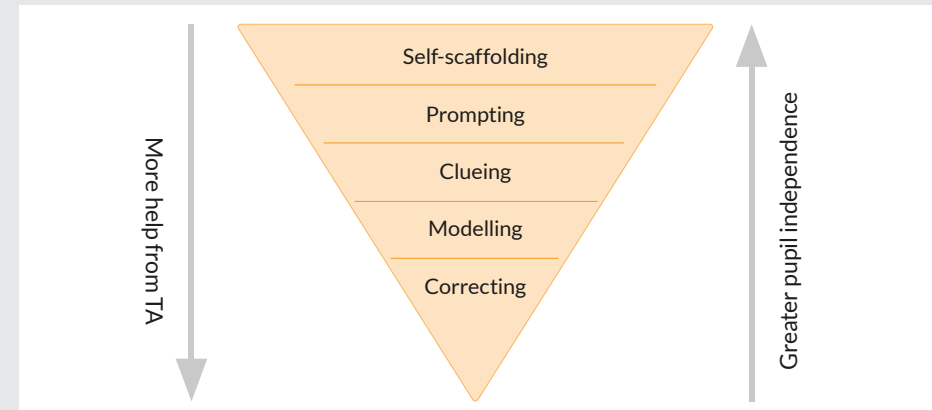
#### \*SEND Code of Practice, 0-25 years, states:

*'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.'*

In Early Years: *'All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.'*

### 'A Teaching Assistant (TA) is responsible for a child with SEND.'

**2** Children who have SEND should have access to high-quality teaching. Additional, targeted interventions can be delivered by teachers and trained TAs and integrated into whole class learning. TAs can support a range of children in the class using the EEF's scaffolding framework (see below). Crucially though, teaching assistants should supplement support from classroom teachers, not act as substitutes for it.



### 'All children with SEND display disruptive behaviour.'

**4** Some pupils with SEND may display misbehaviours, but not all. These challenging behaviours may or may not be related to their needs. SEND can affect: how a child behaves; how they socialise and communicate; and their concentration levels.

Challenging behaviours can feel personal to a member of staff and reduce empathy for the learner. Acknowledgement that behaviour could be a form of communication is helpful. Plotting overlapping needs for children with SEND is important to identify appropriate provision.

Some questions to consider may include:

- Are literacy needs creating a barrier for learning and reduced engagement?
- Has learning been supported and scaffolded so the child can succeed?
- Are reasonable adjustments to the learning environment or the routines of the day in place; for example, consistent routines, reduction in visual stimuli, seating arrangements?
- Is there a targeted intervention that can be put in place?
- Have positive communications about the pupil's learning been communicated with the parents or carers?
- Does the pupil have a supportive relationship with a member of staff?