

SEND Support Summary – Code of Practice Systems for Essex Schools

This shows what things look like if school systems are following the Code of Practice (Chapter 6 section references below). You can contact your Link Educational Psychologist and Inclusion Partner at any time.

What if we have concerns about a pupil's attainment, well-being or SEND?

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1. School senior management and SENCO to:
 - ensure High Quality Teaching and support is in place, including as per the Essex Ordinarily Available
 - refer to the school's Assessment and Intervention Pyramids (where used, first tier) and ensure appropriate interventions are in place consistently
 - use the Essex Inclusion Framework process where appropriate
 - monitor and review the impact of actions and interventions through ongoing assessment.

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2. If concerns remain, think about the following areas of development:
 - Literacy
 - Maths
 - Speech and Language
 - Social Communication/Autism Spectrum Condition
 - Social, Emotional and Mental Health needs
 - Physical/sensory needs
 - Self-help/independence skills (toileting, eating etc)
 - Any other needs

If a pupil has Hearing Impairment, Vision Impairment, Multi-Sensory Impairment, or Physical & Neurological Impairment, then refer to the [Physical & Sensory Impairment Specialist Teaching Service](#) for advice.

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3. School to carry out assessments of all these areas of needs, unless you are very sure they aren't relevant (see e.g. Essex Recommended Assessments for Identifying Pupils' Needs, other appropriate assessments).

4. School to use these assessment results to identify areas of development that need further intervention.

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5. SENCO, staff and parents together decide if the pupil has additional needs and will be added to the SEN register, with reference to the Code of Practice and assessment results (requiring 'additional to or different from' provision).

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6. If pupil has additional needs, SENCO to work with staff, parents/carers and the pupil to put a One Plan in place using assessment results, person-centred planning approaches, Essex One Planning Guidance, Targeted layer of Ordinarily Available, Assessment and Intervention Pyramids, Inclusion Framework etc. Make sure that the One Plan has a section (e.g. a row) for each identified area of need (check the list of areas of development above and use all which are appropriate), with information addressing Assess, Plan, Do, Review (e.g. across four columns) for each area of need, including relevant evidence-based interventions.

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7. Re-administer assessments before termly One Plan meetings (unless they are standardised and can only be used twice a year) for each area of need. Use these to inform the review and updated One Plan.

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8. If concerns about progress remain, SENCO to carry out further observation and consultation with teacher(s) and parents/carers and update One Plan.

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9. If concerns about progress remain after further cycles of One Planning (unless there are sudden significant concerns about a pupil), SENCOs can discuss with their Link Educational Psychologist/Inclusion Partner, preferably at the Strategic Planning Meeting/Termly Meeting.

For consultation you will need: signed parent consent form, assessment and intervention information, One Plans, any other professional reports etc. The EP/IP will then advise on appropriate next steps, which may involve, for example, recommending school to attend relevant training, updates to One Plan, further school assessment and intervention, further EP/IP involvement, or other action or referral.

Also...

- Schools should discuss potential statutory assessment requests and the paperwork to be submitted with their Link EP/IP.
- Parental requests for statutory assessment often indicate a need for increased parent confidence in how the school is identifying and meeting their child's needs. Effective assessment, intervention and One Planning can help.
- If a pupil is at risk of permanent exclusion, schools must discuss as early as possible with their Link EP/IP.