SENDCO Briefing
12th December 2024

Oxfordshire SEND

SENDCO Briefing

Agenda

SEND Indicators Tool – guidance and best practice
SEND Framework – launch
Ordinarily Available SEND Provision update and work with Parent Carer Forum
Evaluate My School update
SENDCO Helpdesk – FAQs launch
Student-facing Support Staff (SfSS) induction
SEND and CPD
EHCP Casework Team update and FAQs
What would you like to hear about?

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The SEND Indicators Tool
Supporting identification of SEND in settings.

- New this year
- Replacing the OCC SEN Guidance descriptors
- Strengths based model
- The unchecked boxes become areas for development and can inform outcomes/targets
- Assesses all areas of need if required
- Early Years version coming soon

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Assess – what do you have that will help you to identify and assess needs?

- Oxfordshire SEND Indicators Tool
- Oxfordshire Ordinarily Available SEND Provision and Inclusive Support Series
- Oxfordshire Literacy Assessment Pack

- Person-centred tools to gain pupil and parent voice
- Pupil Progress Tracking
- Formative assessment
- SEND Surgeries – discussion with teachers
- Skilled use of observation
- Screening tests for cohorts and access arrangements
- Standardised tests - reading, spelling, numeracy
- SEMH assessments – SDQ and QCA, Boxall
- Other school data – e.g., attendance, engagement

How to use this tool

What are the barriers to learning for this pupil?
Reflect on what the pupil is finding difficult & what their strengths are.
Look at your tracking data, books, formative assessment records etc. to pinpoint exactly where the pupil is finding it difficult to make progress. What are you using to track progress?
Reflect on your own inclusive teaching: What have you been doing to help the pupil make progress? What has helped? What adjustments could you make? What else could you try?
Use the *Information Form* tab on the **SEND Indicators Tool** to record your reflections and observations as well as the additional support that the child/young person has already received.

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Talk to the pupil's parents/carers about the pupil's strengths and your concerns.
Build up a picture of their views. What are their child's strengths? What are their concerns about their child, their progress, and things they've noticed at home? Add these to the *Information Form* tab along with pupil views.
Share with the parents that you will be doing some more investigation to identify what they are finding difficult and how school can best support them.

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If, despite high quality inclusive teaching, there are still barriers to the pupil's learning:
Use the *OCC SEND Indicators tool* and complete any categories listed on the *Descriptors* tab that you think are relevant. **Date the statements that the pupil can do.** The undated statements are areas to develop. **Reflect on the descriptors:** which categories are significant for this pupil? Can you see any recurring themes? Have the high-quality teaching strategies you've used addressed these barriers? Look at the corresponding sections in section 11 of *Oxfordshire's Ordinarily Available SEND Provision* and any relevant *Inclusive Support Series*.

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Assess - Close observation of the child/young person during learning is often the best way to understand their needs. Have the descriptors shown that some further assessment evidence would be useful? Have they raised any questions? Do they match the picture you described in step 1?
Complete relevant assessments suggested in the Assess section of the *SEND Framework* such as Literacy Assessment Pack (LAPack), Sandwell Maths Assessment, SDQ, Boxall.

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[Consider whether the family would benefit from use of a Strengths and Needs form.](#)

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If all the above indicates that the pupil has barriers to learning, meet the SENDCO to share the evidence.
Discuss possible strategies, intervention support and specialist advice that might be required and any other information it would be important to gather.
Meet with the pupil's parents/carers to share what the assessments have indicated and to plan support for their child. Create a Pupil Profile and begin an individual provision tracker to track intervention impact if you feel that the child/young person would benefit from SEN support.

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Plan/Do - Continue to use *Oxfordshire's Ordinarily Available SEND Provision*, relevant *Inclusive Support Series* and the *SEND Framework* to support you to meet their needs and implement the Assess, Plan, Do, Review cycle as part of a graduated approach.

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Review - Progress and support should be reviewed alongside parents at least 3 times a year. This is a requirement in the SEND Code of Practice (2015). Use the guidance in the Review section of the *SEND Framework* to support you to effectively review the impact of provision for the pupil.

SEND Indicators Tool to support identification of Special Educational Needs (SEN) Support

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SEND Information Form to inform assessment and identification

This form should be used when a teacher or parent/carer has concerns that their child's educational needs are not being met within the universal offer.
Gather and review the following information with parents and carers, then complete the relevant descriptors.

Pupil Name:	D.O.B:	Year Group:	Date:

Relevant background information (including PP, CWCF etc):

Observations	Pupil Views	Parent Views	Additional Support
Outline your concerns about the child/young person (consider both learning situations and situations out of the classroom)			Classroom intervention /strategies put in place by the teachers.
			How have the individual needs of the child/young person been addressed within the inclusive curriculum?
Strengths			How did the child/young person respond? What progress was made?

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Descriptors

Teachers, working with parents/carers, can use these descriptors to identify strengths, gaps and barriers for children/young people.

Communication and Interaction	Cognition and Learning General	Social Emotional and Mental Health	Hearing loss /deafness
	Cognition and Learning Literacy	Emotional Regulation	Vision Impairment
	Cognition and Learning Maths	Positive mental health and wellbeing	Physical Needs
Attention and Listening Skills	Attention, Organisation and Memory	Social skills	Mobility
Spoken and Expressive Language	Problem Solving and Play	Anxiety (attendance) including EBSA	Independence
Understanding and processing	Engagement and Independence	Positive behaviour	Accessing learning
Social Communication and Interaction	Literacy Skills	Other factors to consider	Social and emotional needs
Other	Maths Skills		

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C&L ∨	Cognition and Learning - General	∨
Strengths		
Barriers		

Date ∨	Descriptors - consider if these are age related	∨
	Problem Solving and Play	
	Understands the point of a task	
	Applies past experience	
	Plans how to approach a task	
	Has flexibility in problem solving	
	Transfers and applies learning to new situations	
	Manages anxieties	
	Manages frustration	
	Engagement and Independence	
	Works independently	
	Seeks and accepts support appropriately	
	Shows persistence	
	Can see tasks through to completion	
	Is resilient / responds well to challenge	
	Shows self confidence	
	Is motivated and engaged	
	Self-checks throughout the task and adapts approach as necessary	
	Sustains learning behaviour e.g. is not distracted or off-task	
	Engages in reading and writing activities	
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Using the iceberg principle to identify underlying causes of SEN

What we see on the surface...

It is the skill of the SENCO to help teachers identify the key difficulties by using powers of investigation.

often has multiple underlying causal factors.

Example: difficulties making progress in writing... What are the possible causal factors?

- Task avoidance.
- Reluctance to write.
- Difficulty accepting praise.
- Chats and distracts others.

- Writes only a few lines.
- Forgets what to do.
- Untidy, illegible writing.

SENCO and teacher discussion based on ' looking under the surface'

- Short term memory difficulties?

- Organisation and sequencing difficulties?

- Language processing difficulties?

- Difficulty recalling a sentence, then words within the sentence, then spellings within the words?

- Fine motor skills difficulties?

- Limited vocabulary knowledge?

- Fear of failing? Unmet SEMH needs?

Oxfordshire SEND Indicators tool

➢ **Your questions answered**

- Should I use them for Reception?
- What does the scoring mean?
- How many descriptors need to be ticked to go on the SEND Register?
- Do I need to fill them all in or just the areas of need I think?

Use the SEND Indicators Tool to help you identify detailed information about a child's progress and needs. This stage should be completed first and continuously reviewed. The tool is in a strength-based format, meaning that you select what the child or young person can already do, and the unchecked boxes become areas for development. As with the previous descriptors, please assess all relevant areas of need.

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SEND Framework

Identify a child's strengths, weaknesses and learning needs.

Assess

Skills and tools available to help identify interventions, support and outcomes.

Plan

How to put in practice the plan including how to manage and implement it.

Do

This stage should involve the teachers, SENDCO, the child and their family.

Review

SENDCO support: Plan

SENDCO essential training >

The four broad areas of need >

Information on the range of needs that schools should plan for.

High quality, inclusive teaching and learning >

Teaching strategies to support children with SEND

The principles of inclusion >

Understand the rights of children in education.

Roles and responsibilities >

Early years settings and school-based role-related responsibilities

Adaptive and inclusive teaching >

Continually assess the strengths and needs of pupils, adapting teaching accordingly

The graduated response >

Understand the four step cycle of assess, plan do and review.

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Oxfordshire Ordinarily Available SEND Provision
Working with parent/carers

- How would you like settings to use the Oxfordshire Ordinarily Available SEND Provision with you?

  - To share approaches that they have used so far to support your child

  - To think about strategies that could be used consistently across home and setting

  - To talk through additional strategies that could be tried to support your child at SEN Support

  - To decide which additional strategies to implement

  - To explain what SEN Support (being on the SEN register at that level) means

  - To explain the roles and responsibilities for SEND in the setting

  - Include a link to it in their SEN Information Report on their website (if a school)

  - To help you understand the graduated approach – assess, plan, do, review process

  - To explain why the setting currently feels that the provision at SEN Support is currently meeting their needs

  - OTHER please state

- **PcF Join our mailing list** - **Click Here**
- **SEND parent newsletter OCC - Oxfordshire County Council**

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How are SENDCOs across the county using *Oxfordshire Ordinarily Available SEND Provision* to support them to identify, plan for and meet the needs of pupils?

➤ **Reflecting on the contents**

To help staff reflect on what our universal offer is and what quality first teaching looks like

Choosing an area to develop over a term or having focus weeks on strategies /areas of need and reviewing

To support planning for future training and Whole School Improvement Planning

Referencing in other discussions/focuses e.g., maths staff meeting

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How are SENDCOs across the county using *Oxfordshire Ordinarily Available SEND Provision* to support them to identify, plan for and meet the needs of pupils?

➤ **Embed them in your graduated approach**

Refer to them in pupil progress meetings to support next steps planning

Use them to update pupil profiles with additional strategies

Use them in SEND reviews to support provision planning and discussion with parents

Making sure language in policies/info given to parents is consistent

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How are SENDCOs across the county using *Oxfordshire Ordinarily Available SEND Provision* to support them to identify, plan for and meet the needs of pupils?

➢ **Utilise them in your monitoring**

To audit pupil profiles or similar documents

RAG rating different sections and triangulating on a Learning Walk

Looking at consistency of SEND provision for an area of need

Using sections as an audit of current resources and other resources needed

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How have you used Oxfordshire Ordinarily Available SEND Provision in your school and with staff?

Looked at during staff meetings /INSET/weekly TA meetings.
Talked about what would be best practice for all children and how the adjustments suggested could be implemented in classes for individual needs.

We are looking at different areas of need on the OAT during bitesize sessions in staff meetings, RAG rating them, taking elements to look at and try in classes.

Shared with staff asking advice about how to support individuals Shared with teachers during training in order to exemplify 'reasonable adjustments' to universal provision that could support all learners

As part of SEND Development Plan -when doing learning walks and pupil interviews plan to look see if strategies are being used.

In Learning walks I have used the section on High Quality teaching

Added a section to Provision Maps: 'What will I see? What will I hear? What will I see being done?' so staff have to consider and report their universal offer.

Reminder to staff of strategies at Pupil Profile writing time.
Using it to strengthen our Identification of SEND processes.

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Action updates

FAQs		
Item	**Timeframe**	**Lead**
Specialist SENDCos to create FAQs for most common questions /queries.	Ongoing	Mel Carruthers Tracy Holme
Ensuring the SEND Framework meets these needs		
Item	**Timeframe**	**Lead**
Building key information being sought into the Assess, Plan, Do, Review layout of the SEND Framework so it is easily accessible from one place	Ongoing	SEND strategic early intervention team

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Student-facing Support Staff (SfSS) induction

- Following Oxfordshire's self-evaluation summary around workforce development and early intervention, Student-facing Support Staff and School leaders were surveyed to understand the recruitment and retention issues that schools face.

- The Student-facing Support Staff (SfSS) documents and accompanying induction pack were created to support ongoing professional development.

- School-based Support Staff Induction Pack Template (docx format, 205 KB)
  - School-based Support Staff induction checklist (docx format, 327 KB)
- New starter skills and knowledge profile tool (NSKPT) (docx format, 189 KB)
  - Skills and knowledge self-evaluation tool (SKSET) (docx format, 189 KB)

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Introducing our new SEND self-evaluation platform

In partnership with EvaluateMySchool

Coming in the new year...

Renewal of the licence

- Enabling re-evaluation following implementation of your action plans

- Enabling you to complete a baseline self-evaluation if not yet started

Registrations

- 173 schools (60.5%) registered so far. It's not too late to sign up & benefit

- Email Jane.Elvidge@Oxfordshire.gov.uk to sign up

Support

- Provision Mapping workshop 16th January, online, 3.30 -5pm for schools who have registered
- Dashboards for MAT leads /Inclusion Leads to support trust wide CPD
- Workshops to support each of the 7 sections of the self-evaluation. Impact and Teaching Assistants session coming in the Spring term
- Analysing key themes from completed evaluations to inform LA CPD /SEND offer

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SEND and CPD

This **FREE** series of bite-sized units explores **20 of the most commonly observed barriers to learning** in classrooms and other learning environments, **regardless of age, label or area of need** and forms the cornerstone of Universal SEND Services – an ambitious programme funded until 2025 by the Department for Education.

Launch of the final unit – **'Supporting reading and comprehension across the curriculum'**.

Online CPD Units | Whole School SEND

The Universal SEND Services programme is delivered by **nasen** through **Whole School SEND** with the **Education and Training Foundation**, who support teachers and leaders across the Further Education and Training sector, and the **Autism Education Trust**, who have a successful history of supporting and informing education professionals about autism.

SEND and CPD POLL SENDCOS

- SENDCO training poll

EHC Needs Assessments Requests
The Sections of an EHCP
Smart Outcomes in EHCPs
Responding to Local Authority EHC Plan Consultations
SEND Mediation and Tribunals
School age Phase Transfer
Preparation for Adulthood (PFA)
Post 16 Phase Transfers
Annual Reviews

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EHCP Casework Team update

- c. 7211 students with EHCPs at the end of November 2024 compared with 6375 at the end of November 2023 (13% increase)
- 624 students currently undergoing statutory assessment
- 28% increase in EHCNA requests to the end of November 2024 compared with November 2023
- Increased number of requests for placement other than mainstream, Alternative Provision and Education Otherwise Than At School (EOTAS)
- Increased number of appeals

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EHCP Casework Team FAQs

- What are the strategic priorities for the EHCP Casework Team?
- How do I find out what's happening with SEND Transformation?
- If my EHCP Casework officer is off work, what do I do?
- What evidence do I need to provide for an EHC Needs assessment?
- Why am I getting so many consultations?
- What communication should I get from the LA around consultations?
- How do I request additional funding from the LA?
- Has the top up funding hourly rate changed? Will it be further reviewed?
- How is funding for provisions like Alternative Provision decided?
- How do I find information about specialist provision and resource bases in Oxfordshire? Where can parents go for advice around this?

- **[Special educational needs and disabilities (SEND) improvement | Oxfordshire County Council](#)**
- **[Reflections from Steve Crocker - 23 October 2024 | Oxfordshire County Council](#)**

Which topics would you like to see at future SENDCO Briefings?