

Families First Quality Award

SEND Standards for Schools



**FAMILIES FIRST
QUALITY AWARD**

FOREWORD

From September 2014, changes came into effect on the law for children and young people with special educational needs and disabilities (SEND). The new 0-25 SEND Code of Practice sets out new ways of working and processes for local authorities, educational settings, health and social care services for children and young people with SEND. It provides statutory guidance for a range of organisations, including local authorities, schools, colleges and clinical commissioning boards.

The Families First Quality Award has been developed to enable schools to provide a high quality education to pupils with SEND that exceed their duty under the Children and Families Act 2014, and the 0-25 SEND Code of Practice 2014.

The Families First Quality Award provides a development framework for all schools, at any stage of the transition to improve their quality of provision and teaching for children and young people with SEND. The scheme can also support those schools facing particular challenges with regards to Ofsted.

All schools should develop the quality of provision they deliver to children and young people with SEND to respond to individual and local need. This includes using their resources effectively to ensure all pupils have access to a broad and balanced curriculum.



The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND. The following key points are considered:

- There is a clearer focus on the participation and contribution of children and young people and parents in decision-making at individual and strategic levels
- There is a strong focus on high aspirations and on improving outcomes for children and young people to enable them to be in the best possible place to have an independent future
- There is an emphasis on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- Every Local Authority must publish a Local Offer of support for children and young people with SEND

There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEND (to replace School Action and School Action Plus)

For children and young people with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace Statements of SEN and Learning Difficulty Assessments (LDAs)

- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005



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These SEND standards can be completed by schools as a standalone award or together with the Families First Quality Award for Schools.

To find out more about the Families First Quality Award and the cost of accreditation, please contact Assessment Services on ffqa@assessmentservices.com or by telephone on +44 (0)20 3880 5059.



THE FAMILIES FIRST QUALITY AWARD SEND STANDARDS

SEND STANDARD 1 – The Local Offer (SEN Information Report)

The school's SEN Information report forms a part of the Local Authority Local Offer. Families are clear about the support and provision expected to be available for local children and young people with special educational needs and/or disabilities within their school and area. [CoP Section 4 and 6]

Element Outcome

1.1	The school provides clear, comprehensive, accessible and up-to-date information about the available provision for students/pupils with SEND and how their families can access it.
1.2	Schools publish their SEN information report which is their primary contribution to the Local Authority's Local Offer.
1.3	The school co-operates with the Local Authority (LA) and contributes to any requests for information that will make up the wider Local Offer for families. This involves routinely updating the LA's Local Offer information (most likely to include the school's own listing on the LA's directory of services published on the Internet). ¹
1.4	The school publishes Local Offer information / SEN information report on the school's website in an accessible format for families. The school's information is available in multiple formats and languages upon request.
1.5	The school's Local Offer information / SEN information report for children and young people with SEND is transparent and easy for families to interpret and understand, using jargon free language. (For example, the different stages of intervention used to identify SEN are clearly set out to show families how their child is being assessed.)
1.6	The school develops its Local Offer information / SEN information report in partnership (this is known as co-production). This may include working with families (with parents/carers and young people), the Local Authority, Health, Social Care and feeder early years settings and schools. For example, the format of the information could be discussed and agreed with all relevant partners.
1.7	The school's SEND provision should be reviewed at least annually. This includes responses to feedback, suggestions, complaints and compliments, and (where necessary) taking action to maximise and improve the quality of provision for children and young people. When provision is being reduced, the school will be open and honest with families. A consultation will be held whenever provision in the school is being changed.
1.8	The school clearly sets out how it communicates with families (parents/carers, and children and young people with SEND) and how they are involved in decision making and planning. This should include how families can be more involved in the strategic decisions of the school.
1.9	The school's Local Offer information / SEN information report includes references to independent sources of information families can access regarding SEND this should include the local SENDIASS (formerly Parent Partnership Service), Family Information Service, and could include any relevant charitable trusts.
1.10	The school's website has a section/page about Local Offer / SEN information which includes hyperlinks to the Local Authority's Local Offer. This will help families access independent sources of information regarding SEND and should include the local SENDIASS (formerly Parent Partnership Service), and Family Information Service.



SEND STANDARD 2 – Education, Health and Care

To meet needs of a children and young people with SEND, the school follows a coordinated process for Education, Health and Care Needs Assessments and Annual Reviews set out by their Local Authority. This includes children and young people with or without an Education, Health and Care plan (EHCP).

Element Outcome

2.1	The school is familiar with and follows the Education, Health and Care (EHC) needs assessment process and Annual Review process set out by their Local Authority. This includes completing reports in a timely manner to comply with national timescales. The school is transparent with families around the EHC needs assessment and Annual Review process.
2.2	Necessary information for the EHC needs assessment is gathered and provided by the head teacher or a teacher who has regular contact with the child or young person.
2.3	The school welcomes information from relevant agencies for the assessment and review process. This could include professionals such as speech and language therapists and educational psychologists.
2.4	The school works with the Local Authority to set appropriate outcomes for the child or young person in their EHCP. These will consider the long term aspirations of the child/young person. Where the child or young person has an EHC plan the outcomes must work towards the long term aspirations set out in the plan.
2.5	The school works with the Local Authority to carry out person-centred Annual Reviews. Schools know which pupils are due for an Annual Review at the start of each term. Reviews should be held more frequently if necessary. A representative from the school attends the Annual Review meeting, if requested by the family.
2.6	The school gathers up-to-date and accurate information, and provides this to the Local Authority so that an informed decision can be made when making any amendments to the EHCP.
2.7	Families and other parties involved with the child or young person are encouraged to participate in the Annual Review process (for example Health professionals who have worked with the child or young person, or a Social Worker). The school facilitates these discussions in an appropriate way for the family. The school ensure that the child/young person and their family fully understand the review process.



SEND STANDARD 3 – Continuous Improvement

The school aims to improve outcomes and has high aspirations and expectations for children and young people with SEND.

Element Outcome

3.1	The school ensures that parents and families of children and young people with SEND feel fully involved with their child's education and learning. Families should feel fully supported to be engaged and contribute to key decisions. Information should be in an accessible format (this includes the language) for individual families.
3.2	The school identifies and addresses the SEND of the pupils that they support, and do everything they can to meet these needs through the Local Offer. Parents are kept up to date with their child's progress throughout the school year.
3.3	The school leadership team has children and young people with SEND as a priority. This could be evidenced by having your SENCo on the leadership team.
3.4	School leaders are active in monitoring and reviewing the SEND provision. When a review has been carried out, school leaders should adjust provision accordingly.
3.5	The school's overall approach to monitoring the progress and development of all pupils includes the identification of SEND. Schools adopt the Assess, Plan, Do and Review method, a graduated approach to identify and monitor provision and progress for children and young people with SEN. The quality of teaching for pupils with SEND is addressed, as well as the progress made by these pupils. This should form a core part of the school's performance management arrangements.
3.6	School Governors should have an identified representative for children and young people with SEND. Their role could include ensuring other governors are aware of issues around SEND and delivering training to other governors.
3.7	Any patterns in the identification of SEND, both within the school and in comparison with national data, are recognised. All staff are encouraged to use these to reflect and reinforce the quality of teaching.
3.8	Appropriate assessment is used to set outcomes which are ambitious. This could be achieved by exploring what the child or young person would like to do when they're older and setting outcomes which build up to this. For example, if a child would like to be a computer programmer setting outcomes such as by the next Annual Review I will have learnt how to write a line of code in Java.
3.9	The school ensures that the special educational needs of pupils without an EHCP are being met through the Local Offer. If their needs are not being met the school considers requesting an EHC needs assessment. This decision should be made in partnership with the young person or parents of the child.



SEND STANDARD 4 – Participation and Inclusion

Every child and young person feels included in the school environment and is able to participate with their peers.

Element Outcome

4.1	All pupils should have access to a broad and balanced curriculum which is tailored to their needs and includes them as fully as possible in the school community.
4.2	Teachers set high expectations for every pupil, whatever their prior attainment (this is according to The National Curriculum Inclusion Statement). These expectations should be shared and agreed with parents.
4.3	The school has duties towards individual disabled children and young people under the Equality Act 2010 (including the Public Sector Equality Duty), and has due regard to these duties to promote disability equality.
4.4	The school actively works with local providers, support services and other professionals to meet the requirements of each pupil.
4.5	The school makes reasonable adjustments to prevent pupils with SEND being put at a substantial disadvantage (for example providing auxiliary aids and services for disabled children).
4.6	The school makes arrangements to support pupils with medical conditions. This includes ensuring physical activities are accessible to all pupils where no pupil is at a disadvantage due to any medical condition.
4.7	The school adopts a person-centred approach. This could include encouraging staff and all pupils to have an information sharing aid to give an overview of themselves, what is important to them and what support they need, such as a One Page Profile.
4.8	Where children and young people with SEND have a One Page Profile. This can be given, with parental consent, to staff, other pupils and professionals working with the child or young person.
4.9	Annual Reviews are carried out in a person-centred way [see element 2.5].
4.10	The school adopts a strength-based approach (such as Signs of Safety ³) to encourage confidence for all children and young people. This means the successes of all children and young people are celebrated with peers; the school builds on what individual pupils are good at and other strengthening factors such as pupils' involvement in opportunities provided via formal, informal and community based networks.



SEND STANDARD 5 – Transition Planning

Every child and young person feels fully prepared for the different stages of their education.

Element Outcome

5.1	All pupils with SEND are prepared as early as possible for the next stage in their education.
5.2	Pupils from Year 9 to Year 13 with SEND are provided with independent careers guidance.
5.3	Annual Reviews are conducted from Year 9 onwards, with a focus around preparing for adulthood. The following themes are considered:
5.3 a.	Employment. This could include careers advice, work experience and how the young person could get a job through structured outcomes;
5.3 b.	Independent living and housing. Information on independent living available to each young person is provided. If independent living is not possible the school provides advice on how to be more independent in day to day life;
5.3 c.	Integration in the community. Advice is given on community activities to get involved in. For example, clubs, helping to organise/volunteer at one off events or a community scheme such as maintaining a local park;
5.3 d.	Living a healthy life. Healthy living is built into the school's curriculum. This could be through cooking classes, physical education or giving advice in pastoral periods.
5.4	Pupils with SEND are fully supported through transitions for all Key Stages. This could include the school providing timely information, advice and guidance or signposting families to other organisations such as their local SENDIASS or Family Information Service [see element 1.9].
5.5	For the transition from Early Years to primary, primary to secondary and secondary to post-16, visit days are facilitated in order for pupils to adjust to the change. This could include multiple visits throughout the year before transition and making formal contact with the appropriate key person in the new setting.
5.6	Parents of children and young people with SEND are supported through transition periods. This could include holding information sharing days between parents and teachers/other educational settings when their child is going through a transition period. This could involve giving information on the key changes and similarities between the stages of education.
5.7	Information, advice and guidance for parents is provided in a suitable format (this includes language) for each individual family.
5.8	Person-centred techniques such as PATHs (Planning Alternative Tomorrows with Hope) ⁴ are considered in the Year 9 Annual Review to get a picture of the young person's aspirations.



SEND STANDARD 6 – Well trained staff

All school staff are appropriately trained and knowledgeable in relation to SEND. This includes specialist training around different areas of need and other techniques that allow children and young people with SEND to participate fully in school life and to gain the maximum benefit from their time at school.

Element Outcome

6.1	The school's leadership team and governing body understand its legal obligations toward children and young people with SEND. The leadership team routinely updates staff on relevant practice and legislation and models an inclusive approach in their day to day dealings with children with SEND, and their families.
6.2	All staff and governors are trained to increase their expertise in supporting children and young people with SEND relevant to their particular role. This includes teaching, support staff, ancillary staff, administrative staff and governors
6.3	When a new training or development need is identified in the school relevant to meeting the needs of children and young people with SEND; staff are trained appropriately and this is reflected in the quality of teaching and learning.
6.4	Staff are equipped to work in a person-centred way. This could be achieved through training and continuing professional development. For example, Local Authorities should be approached to commission training and for the school to find out what training is available to support a person-centred approach such as One Page Profiles and PATHs.
6.5	Teaching staff are familiar with the Teachers' Standard (2013) and endeavour to fulfil all standards for all pupils with SEND.
6.6	Staff should be trained in an appropriate method for the school. This can include local specialists, in-house training, schools sharing knowledge, parents sharing knowledge and other techniques.
6.7	Effective training and provisional development is evidenced by each member of staff understanding their unique role in supporting children and young people with SEND. (This is seen as a shared responsibility relevant to all school employees - not exclusively the realm of teaching staff and the SEND Coordinator).



Children and Families Act 2014 – The Children and Families Act is the law the Government introduced to improve services for vulnerable children and families in England. It covers a whole range of different areas of children's lives; one of which is services for children with special educational needs and disabilities (SEND).

0-25 SEND Code of Practice – The Code of Practice is a guidance document on how the duties under the Children and Families Act 2014 should be implemented. This is a statutory document which a number of agencies must adhere to.

Local Offer – The Local Offer sets out, in one place, the provision expected to be available for children and young people with SEND across Education, Health and Social care in the local area.

Education, Health and Care Plans (EHCP) – EHCPs replace Statements of SEN. They are a new way of carrying out a single coordinated assessment across education, health and social care. The definition of SEN has not changed this means there always has to be an additional educational need for an EHCP to be considered.

One Page Profile – A One Page Profile is a person-centred approach to finding out key information on a person. It could include things about personal, educational and professional life. For more information on One Page Profiles please go to:

<http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-thinking/one-page-profiles.aspx>

Annual Review – This is a yearly review of a child or young person's EHCP. The Annual Review should include any person the family wants. The review will gather information on the child or young person and their progress over the past year. This will inform whether the outcomes in the plan, or the plan itself, remain appropriate.

Personal Budgets – Personal Budgets are a sum of money identified by the Local Authority to purchase some or all of the provision set out in a child or young person's EHCP. More information on Personal Budgets will be available from your Local Authority.

SENDIASS – The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) replaced Parent Partnerships across the country under the new 0-25 Code of Practice. For more information on SENDIASS please visit <http://www.iassnetwork.org.uk/> or your local SENDIASS website.

FIS – Every Local Authority must have a Family Information Service (FIS). This should include a directory of childcare provision and other services available to families in their local area. For more information please visit your local FIS website which can be found using the childcare finder: <http://finder.familyandchildcaretrust.org/kb5/fct/childcarefinder/home.page>

Young Person – Under the Code of Practice, a young person is defined as being 16 years old or over. At this age, the young person is able to make decisions about their education, health and social relating to SEND (taking into consideration the Mental Capacity Act 2005).



RELEVANT LEGISLATION AND LINKS

The list below is intended to be a guide and is not an exhaustive list (it will be updated from time to time)

Special Educational Needs and Disability Code of Practice: 0-25 years 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

Children and Families Act 2014

http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

Special Educational Needs and Disability Regulations 2014

http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

Equality Act 2010

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

The Equality Act and Schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

National Inclusion Statement

<http://webarchive.nationalarchives.gov.uk/20090902230247/curriculum.qcda.gov.uk/key-stages-1-and-2/inclusion/statutory-inclusion-statement/index.aspx>

Ofsted – Inspection of Special Educational Needs

<http://www.usethekey.org.uk/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/ofsted-inspection-of-special-educational-needs-sen-provision>

Ofsted – Maximising Achievement

<http://www.ofsted.gov.uk/news/key-maximising-achievement-schools>

The Guardian – Ofsted Success for SENCOs

<http://www.theguardian.com/teacher-network/teacher-blog/2013/dec/09/ofsted-success-special-educational-needs-senco>

Helen Sanderson – Person-Centred Planning Techniques

<http://www.helensandersonassociates.co.uk/>

Foundation Years

<http://www.foundationyears.org.uk/>

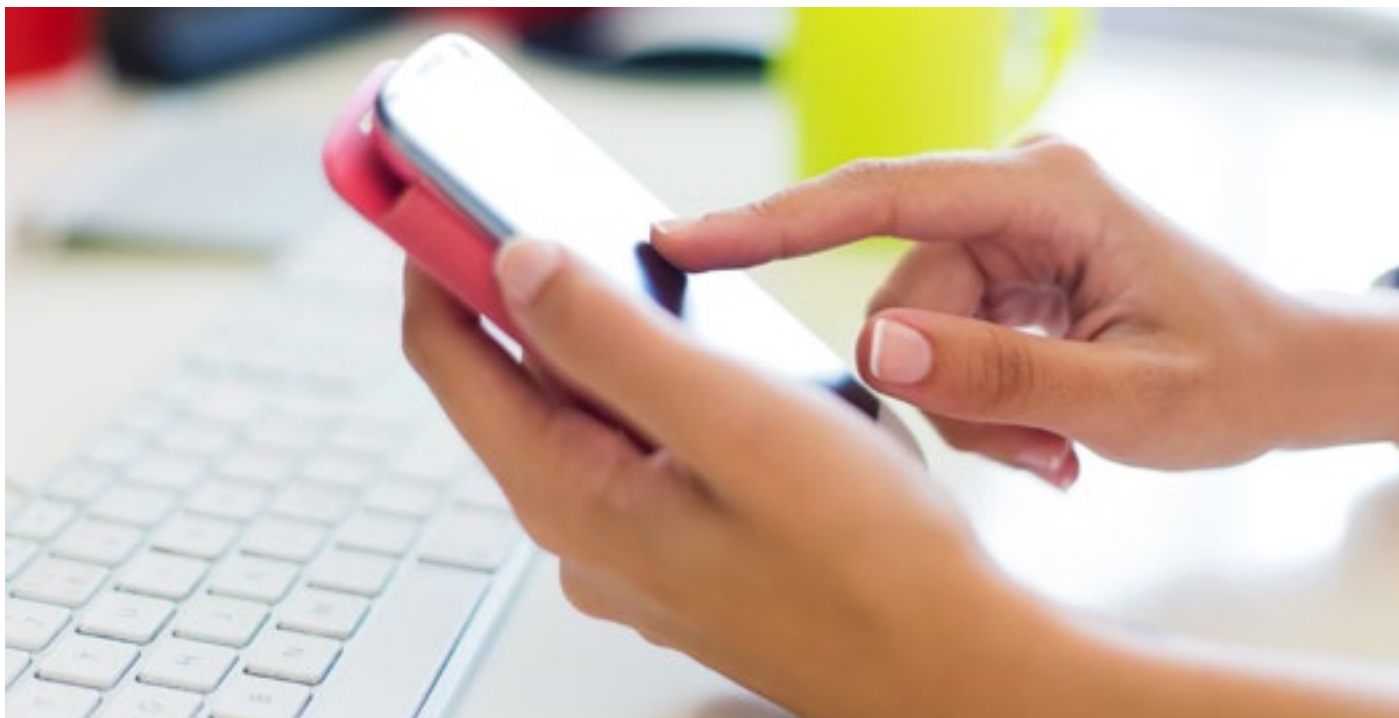
NASEN

<http://www.nasen.org.uk/>

Teachers' Standards

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf





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