

Teacher responsibilities

Class teachers and subject teachers are responsible for children with special educational needs/disabilities. These statements are from the 0-25 SEND Code of Practice (2015):

- 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'
- 'The class or subject teacher should remain responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the main class or subject teacher...'
- 'They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.'
- 'Working with the SENCO, [they] should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.'

(0-25 SEND Code of Practice, sections 6.36, 6.52, 6.54)

Ofsted expectations

'The provision made for pupils with SEN should be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted publish more detail about their expectations in their inspection guidelines.'

(0-25 SEND Code of Practice, 2015, s. i)

Areas of teacher responsibility

Class and subject teacher responsibilities under the 0-25 SEND Code of Practice (2015) can be categorised under the three headings below.

Class and subject teachers will work closely with and be supported by the SENCO. Under the previous framework, the SENCO had direct responsibility for supporting children/young people with special educational needs/disabilities. However, under the new 0-25 SEND Code of Practice (2015), their role is more strategic and supportive.

Teachers have responsibilities:

- Directly to children/young people at risk of or with special educational needs/disabilities (eg identification, assessment, intervention, monitoring and review);
- Working with families;
- Working with other professionals.

The teacher responsibilities listed below are outlines for information only. Teachers need to refer to the 0-25 SEND Code of Practice (2015) and the SEND Regulations 2014 for specificity and detail.

In relation to children/young people at risk of or with special educational needs/disabilities, class and subject teachers should:

- Ensure early identification of:
 - special educational needs;
 - barriers to learning;
 - appropriate interventions and actions (eg 'graduated approach', 'SEN support') in consultation with the SENCO;
- Have full knowledge of children's/young people's 'SEN support' or Education, Health and Care Plans;
- Provide access to a broad and balanced curriculum;
- Understand and provide 'high quality teaching';
- Have appropriate high expectations based on assessment;
- Assume responsibility and accountability for their learning, progress and development;
- Maintain responsibility for working with them on a daily basis, even when interventions involve group or one-to-one teaching/support away from the main class;
- Regularly assess, monitor and review their progress (academic, developmental and social-emotional) during the course of the year with a view to ensuring the ultimate outcome of 'a successful transition to adult life';
- Through professional development, secure knowledge, understanding and skills around:
 - Identification of specific special educational needs in the context of monitoring all pupils' progress and development;
 - Appropriate basic or advanced understanding of specific special educational needs/disabilities;
 - Quality teaching for pupils with special educational needs.

(List sections for information: Sections 1.7, Chapter 6, 9.212)

Class and subject teachers should apply the graduated approach to suspected special educational needs in consultation with the SENCO (and Designated Teacher if the pupil is 'looked after' by the local authority), parents/carers and young people. They should:

- Confirm delivery of 'high quality teaching' as a first step;
- Identify evidence-based interventions related to the pupil's apparent special educational needs, implement them strategically and evidencing impact; **simultaneous with...**
- Carry out a clear analysis of the pupil's needs based on all available evidence (eg school documentation of the pupil's progress to date with reference to national and peer-group data);
- Assess pupil needs formally and informally (including parents'/carers and pupil views);
- Where necessary, gain more specialised assessments from external agencies and professionals (as agreed with parents/carers');
- Make a decision about the level of special educational support required (with reference to the Local Offer and external agencies as necessary);
- Decide on the form and nature any special educational support (with reference to the Local Offer and external agencies as necessary).

For detailed description of the graduated approach read sections 5.36-5.47 (early years), 6.44-6.56 (schools), 7.14-7.21 (further education).

Working with families

Class and subject teachers must:

- Formally notify parents where it is decided to provide a pupil with 'SEN support', although parents and pupils should have already been involved in forming the initial assessment of needs;
- Contribute at least annually to an EHC Plan review where necessary;
- Produce an annual report on pupil progress.

Class and subject teachers should:

- Inform and involve parents/carers at the point of their and the SENCO's initial concerns about a child/young person's learning and possible special educational needs;
- Develop a positive dialogue with them around their child's special educational needs, progress and outcomes;
- Be aware of how to handle any potential informal complaints;
- When a pupil is receiving 'SEN support', talk to parents regularly in addition to general best practice (ie meeting with them three times per year; and must produce an annual report on pupil progress). EHC Plans should be reviewed at least once per year.

There should be no time when parents are unaware of a school's concern that their child has special educational needs. The teacher and the SENCO (and Designated Teacher if the pupil is 'looked after' by the local authority) should agree in consultation with the parent and the pupil:

- The adjustments, interventions and support to be put in place;
- The intended impact on progress, development or behaviour;
- Involvement of specialists;
- A clear date for review.

Parents should be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Working with other professionals

The SENCO (and Designated Teacher if the pupil is 'looked after' by the local authority) should advise and support the class or subject teacher in assessment, problem-solving and the effective implementation of support.

Working with the SENCO (and Designated Teacher if appropriate), class teachers and subject teachers should revise a pupil's support in light of their progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support to be provided and any teaching strategies or approaches that are required. (This information should also be available on the school's information system.)

Teachers should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to whole-class teaching.

Teachers should work with the SENCO to identify patterns in the identification of SPECIAL EDUCATIONAL NEED.

Teachers should work collaboratively with other professionals (including those from other disciplines) to improve special educational needs identification and support (eg approaches, strategies, resources, outcomes, review dates, etc).