

## Response to suspected 'SEN support' needs

### Quality first teaching

The need of children/young people for 'SEN support' is based on the assumption that they are already receiving 'high quality teaching that is differentiated and personalised [to] meet the individual needs of the majority of children and young people' (0-25 SEND Code of Practice, section 1.24).

The 0-25 SEND Code of Practice states:

'Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

### Activity

Consider the relevant aspects of the following two documents:

Leading on Interventions (Department for Education/Department for Education and Skills, 2006)

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/04039-2006DOM-EN%20Web%20book.pdf>

What do we really mean by 'quality first' teaching? (Dickenson, n.d.)

<http://www.learning-works.org.uk/11-matt-dickenson-sat-w4-pdf>

What might 'quality teaching' look like for children with special educational needs/disability in your school?

### SEN support

Despite 'quality first teaching', some children still experience:

- A significantly greater difficulty in learning than the majority of others of the same age;
- Barriers to using facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

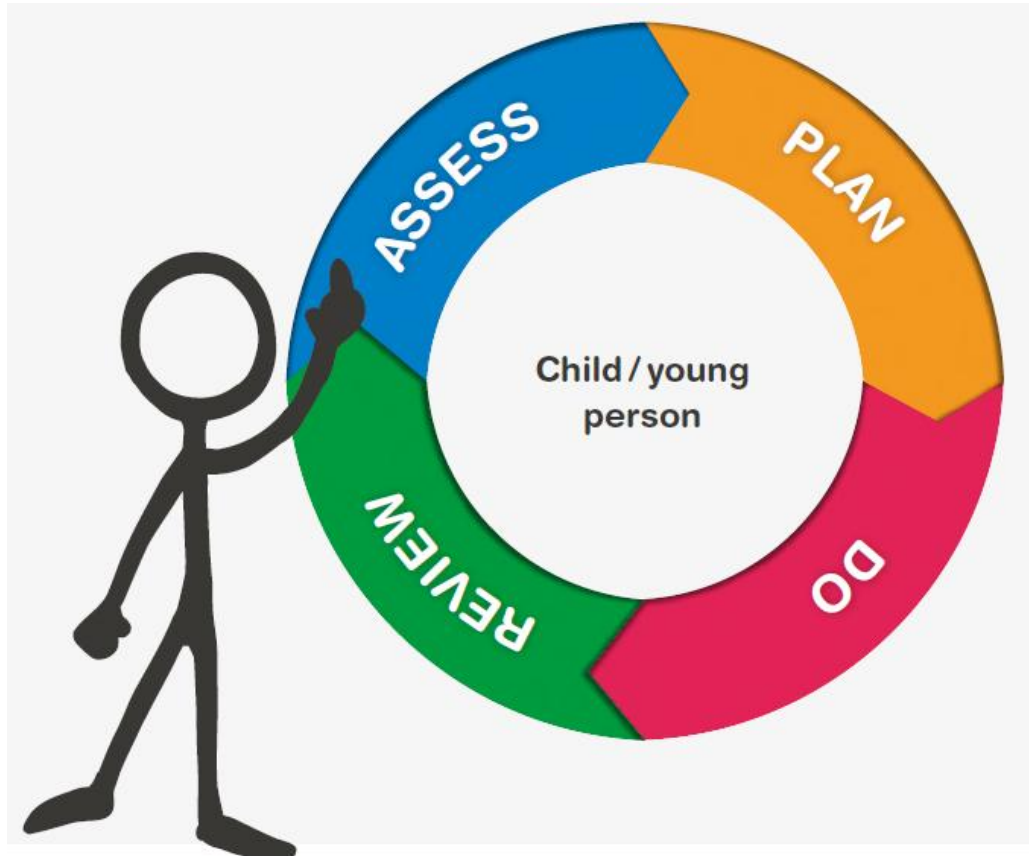
(Definition of learning difficulty/disability: 0-25 SEND Code of Practice, 2015, sections xiii-xiv).

Children/young people whose learning difficulties/disabilities are mild or moderate are likely to have their educational needs met through 'SEN support'. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it (0-25 SEND Code of Practice, 2015, section 1.24).

'SEN support' is special educational provision under Section 21 of the Children and Families Act 2014. It is described in the 0-25 SEND Code of Practice (2015, sections 5.36-5.51 (early years), 6.44-6.78 (school), 7.13-7.35 (further education))

## Graduated approach

A key feature of evidence-based 'SEN support' is the 'graduated approach' has become much more focused, being centred on the following action stages:



**Dyslexia-SpLD Trust/Department for Education (2014) *Guidance: Supporting schools and local authorities to implement the SEND reforms for children and young people with literacy difficulties, specific learning difficulties and dyslexia*. Bracknell: The Dyslexia-SpLD Trust/DfE.**

For further information on this approach, turn to the 0-25 SEND Code of Practice (2015; sections 5.36-5.47 (early years), 6.44-6.56 (schools), 7.14-7.21 (further education)).

Although this approach is described in relation to 'SEN support' it's principles are equally important in relation to Education, Health and Care Plan provision.