



Beyond Ordinarily Available Provision

Northumberland's guidance on the SEN Register, SEN Support and requesting EHC needs assessment (COSA)

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Introduction

Identifying SEN

See section 6.36 onwards in the [SEND Code of Practice 2015](#) to understand identification of SEND.

There are some school-age children who require additional teaching and support alongside the standard curriculum and schedule. These children, if they are making less than expected progress, are added to the SEN register and identified as requiring SEN Support. This is a dynamic list that children can be added to or removed from at any time, depending on how appropriate it is to their needs. The SEN Register must be managed following guidance from the SEND Code of Practice but it is not a guarantee of specific provision for your child.

The SEN Register

Schools should assess a pupil's skills and levels of attainment on a regular basis. If a pupil is making less than expected progress then they may be considered to have SEN, requiring additional support and to be placed on the SEN Register. Schools should consider the four broad areas of SEN when assessing a child:

- Cognition & Learning
- Communication & Interaction
- Social, emotional & mental health difficulties
- Sensory and/or physical needs

If a pupil is considered to have SEN then there is a four-step approach that must be adhered to and it looks like this:

1. Assess
2. Plan
3. Do
4. Review

SEN support in schools

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

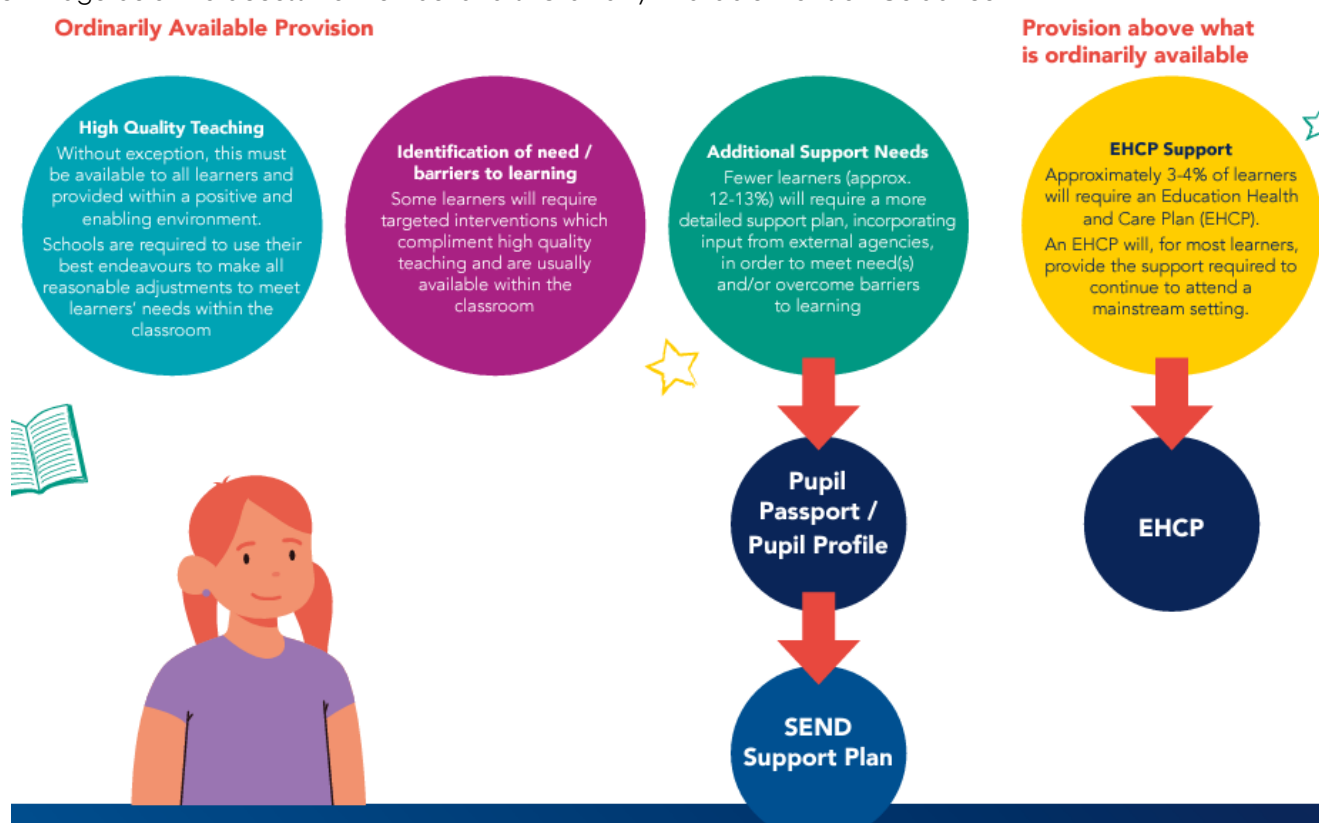
Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and learners themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and

- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Northumberland Approach to supporting learners with SEND

Click image below to access Northumberland's 'Ordinarily Available Provision Guidance'



Pupil Passport

Following steps outlined in the first 2 pages, when a learner as having SEN they will be recorded on the SEN register. It may be that support identified is effective in overcoming barriers to learning, either requiring ongoing intervention and/or support, or leading to their removal from the SEN register.

Once on the register, settings will identify area of need, speak to the learner and/or their family as appropriate and will record aspirations, background information. These will be recorded on the pupil passport (page 1 of the 'NCC Pupil Passport and Support Plan').

If it becomes apparent that the learner's needs require longer term and formalised support, planned with parent/carers and by SENCo, teachers and, where appropriate, the learner themselves, then a setting will begin to populate page 2 with specific identified areas of need, planned outcomes and provision, possibly also gaining the advice and guidance of other professionals.

SEN Support Plan

Where a learner's needs are such that medium to long term support is identified as being required, a setting will plan outcomes and provision, using the input of learners (where possible), families, other professionals, teachers and the SENCo. Examples of identifying and writing outcomes can be found on the [Autism Education Trust's Progression Framework](#), and within the [Council for Disabled Children's resources](#). Other guidance and support can be found from a number of

Pupil Passport

Name:

Area of need - please add a '1' to primary area of need. Add an 'X' to indicate additional areas of need.

Cognition and Learning	Social, Emotional and Mental Health	Communication and Interaction	Sensory and/or Physical Impairment
SLD - Specific Learning Difficulties	SEMH	SLCN - Speech, Language, Communication Need	HI - Hearing Impaired
MLD - Moderate Learning Difficulties		Autism	VI - Vision Impaired
SLD - Severe Learning Difficulties			PD - Physically Disabled
PMLD - Profound & Multiple LD			MSI - Multisensory Impairment

Child looked after indicator (add 'X' to the appropriate box if relevant):
 Child looked after Child previously looked after

Strengths and aspirations (pupil voice)

Things to know about me (eg, diagnosis, what works, how I communicate)

Attendance- current %age and any contributing factors if <90%

Pupil Support Plan

Professionals Involved - This should include any involved over past 24 months, even if the piece of work is complete.

Professional / service	Contact details	Date of report

List of identified educational need (bullet pointed, specific)

Communication and Interaction	Cognition and Learning
Social, Emotional and Mental Health	Sensory and Physical

Outcomes and provision (normally no more than 5) - who will deliver which interventions/support, how often etc.

Long term outcomes <i>(Ensure outcomes are linked to identified need)</i>	Provision <i>(Ensure provision is matched to need and achievement of planned outcomes)</i>	Delivered by...	Frequency and length <i>(eg daily for 15 mins)</i>
1.			
2.			
3.			
4.			
5.			

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Long-term outcome 1:

Short term outcomes <i>(smaller steps)</i>	Cycle 1 Evaluation of impact & next steps	Cycle 2 Evaluation of impact & next steps	Cycle 3 Evaluation of impact & next steps

Long-term outcome 2:

Short term outcomes <i>(smaller steps)</i>	Cycle 1 Evaluation of impact & next steps	Cycle 2 Evaluation of impact & next steps	Cycle 3 Evaluation of impact & next steps

other sources. Examples of provision can be found within Northumberland's [Ordinarily Available Provision Guidance](#) and will also be likely provided by other professionals engaged by home and educational setting.

Long term outcomes will be broken down into short, term-long steps that scaffold progress throughout the year. At the end of each term, review the progress toward the

short term outcome in the adjacent column and at the next term's short term step/outcome.

By the end of 3 cycles of support, each planned long term outcome should have been reviewed, with a 'next step' planned.

At the end of 3 cycles, the SENCo will, in collaboration with a child/young person (where possible), their family and class teachers, determine whether support is effective in meeting the identified needs.

Are needs met?

Yes, support no longer required or reduced:	End support plan +/- remove from SEN register
Yes, with continued level of support within notional budget	Continue SEN Support
Yes, with provisional cost over notional budgets OR; No, learner deemed to have/may have SEN and require specialist provision*.	Adapt provision, continue SEN Support plan and submit COSA

*Specialist provision is that which is above that which can be deemed 'ordinarily available'. This is usually, although not always, available within a 'mainstream' school.

EHC needs assessment (EHCNA)

Deciding when to apply for an EHCNA

In considering whether an EHCNA is required, a panel of specialists from schools and the Local Authority will consider whether there is evidence that, despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform the decision, the panel will pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child or young person's SEN
- evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and
- where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training.

How to apply for an EHCNA

When the above criteria is met, educational settings are to submit:

- Completed [Pupil Passport](#) and [SEN Support Plan](#)
- Completed COSA cover sheets (see below)
- Relevant reports or advice written by other professionals (within the last 24 months)

COSA Cover sheets

Section 1

Add all relevant learner details to section 1. Note supportive information contained within 'important information' and 'document checklist'

Section 2:

Please summarise why you believe an EHC needs assessment is required. I.e. Why do those supporting the learner believe that they have a long term SEN and require specialist provision over that which can be provided at SEN Support and within notional budgets?

Also provide an overview of the learner's current attainment levels. Provide a descriptor which supports panel members to understand school-specific attainment measures.

Ensure that the Headteacher/setting leader declaration is signed with the relevant boxes checked.

Section 3:

Use as wide a range of methods as possible to gather the genuine voice, views, thoughts and/or feelings of the learner and their family as possible. See the [CDC's Person Centred Planning](#) information and video. You may insert photos, images and recordings to support the sharing of views.

Ensure that the 'Information Sharing' sections are completed with relevant boxes checked.

Send your completed paperwork:

1. **Securely** by post
2. Via Courier
3. **Securely** by email sen@northumberland.gov.uk