Introduction & Acknowledgements

SENCO Manual 2
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The ‘Code of Practice 2001’ (CoP) sets out guidance on policies and procedures aimed at enabling pupils with special educational needs (SEN) to reach their full potential. Early identification, assessment and provision are important for any pupil who may have special educational needs.

Whilst identification is ultimately the school’s responsibility, information regarding the levels schools should be using as triggers for action are included in this Manual and reflect current good practice in Essex. These include identification for Learning Difficulties (LD), Personal and Social Development (PSD) and Behaviour, Emotional and Social Difficulties (BESD). Pro forma and charts in the Manual are for use when recording the results of observations and assessments.

The Manual is divided into eight sections, the order of which is intended to form a logical progression through the assessment process:

Section 1
The introduction.

Section 2
Annotating, assessing and moderating tasks with pro forma and thresholds for placement at ESA/ESA+.

Sections 3 & 4
Descriptors for P Scale and NC levels for core and foundation subjects for primary and secondary. P level descriptors and exemplification materials for all the core and foundation National Curriculum subjects are in separate documents to enable easy access to those needed for recording the progress of individual pupils.

Exemplification of levels has been drawn from materials published by the QCA or those used in Target Tracker. Our aim in producing these materials has been to avoid duplication through using NC and P-Scale* assessment information that schools already collect and use.

Using the exemplification materials will highlight key areas for support, assist identification of IEP targets. They may also provide a record that can be periodically updated to monitor children’s progress and provide a basis for a referral for statutory assessment, should this be required. Schools might also choose to use Target Tracker or other in-house methods of recording progress.

Section 5
Exemplification materials to assist in evaluation of Personal and Social Development and Behavioural Emotional and Social Difficulties taken from
P scale documentation. When used in conjunction with other materials they may support evidence to further inform interventions.

BESD descriptors and checklists are designed to link to those within the Personal, Emotional and Social Banding Level Descriptors for school age children and interventions described in The Essex Approach.

Section 6
The Banding Level Descriptors for pre-school and school age children with universal, additional, complex or severe needs.

Section 7
The ‘My Views’ document and guidance in enabling the expression pupils’ views when requesting statutory assessment.

Section 8
Guidance on preparing evidence to support a request for statutory assessment and the request document itself.

Sensory and Physical Difficulties

Primary
For pupils who have additional needs, for example physical/sensory difficulties, the Code of Practice 2001 suggests that a pupil should be placed at School Action when he/she “has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment” (Code of Practice 2001 5:44 Triggers for Intervention through School Action.)

A pupil should be placed at School Action Plus when he/she “has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service." (Code of Practice 2001, 5:56 The Triggers for School Action Plus.)

Secondary
For pupils who have additional needs, for example physical/sensory difficulties, the Code of Practice 2001 suggests that a pupil should be placed at School Action when he/she “has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment” (Code of Practice 2001 6:51 Triggers for Intervention through School Action.)

A pupil should be placed at School Action Plus when he/she “has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff by a specialist service”. (Code of Practice 2001, 6:64 The Triggers for School Action Plus)

Pages 61-63 of the Banding Level Descriptors (Section 6) for school age children should be used to assess the pupil’s levels of physical or sensory need.
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