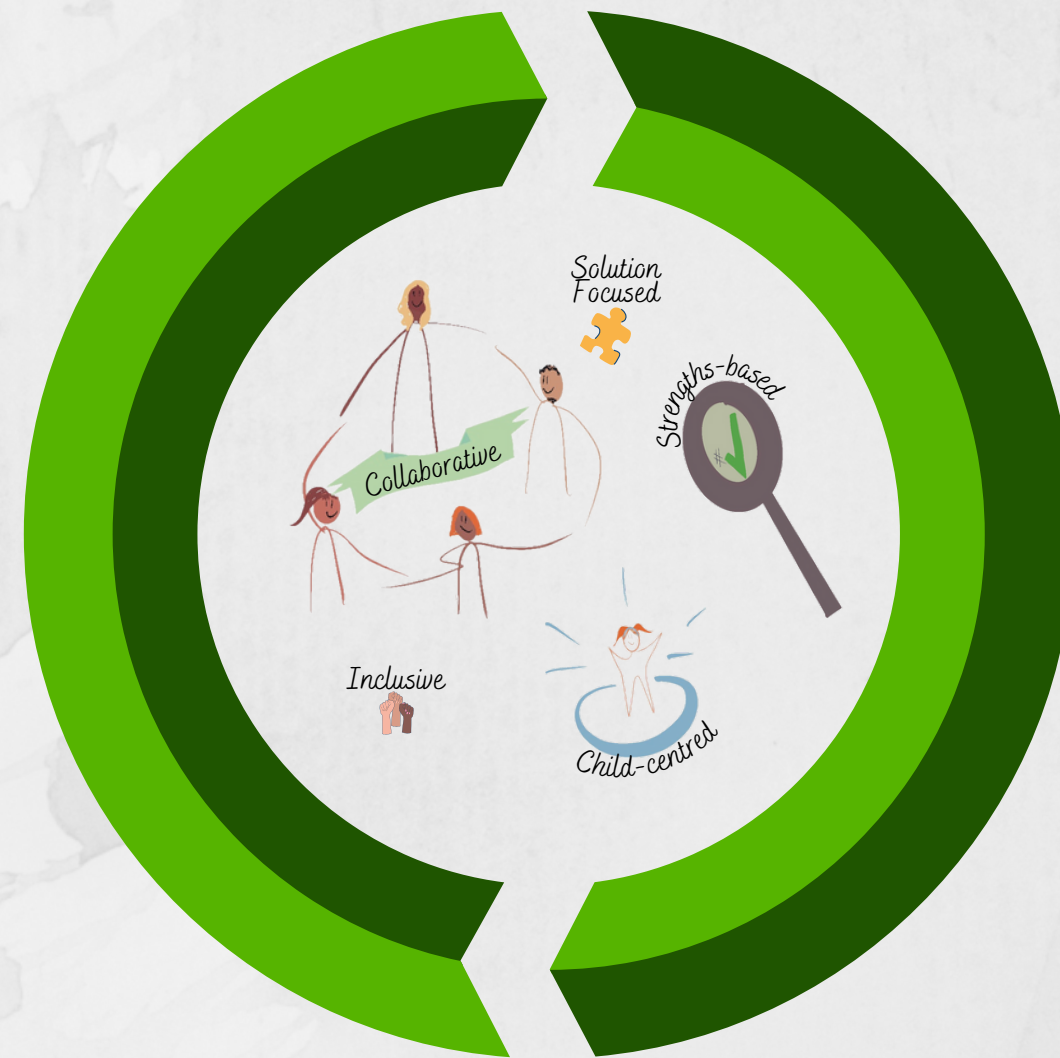
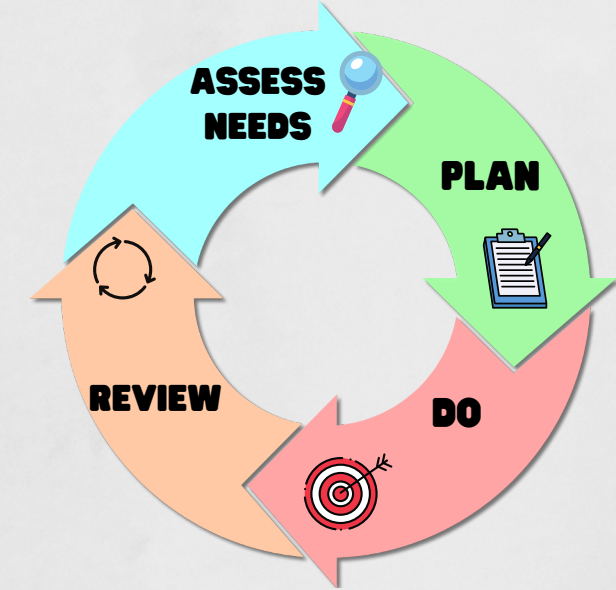


Nottinghamshire Assessment and Provision Guidance



Introduction



The Code of Practice (2014) provides statutory guidance for organisations that work with children and young people with special educational needs and/or disabilities (SEND), on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. The Code stipulates a graduated approach of [Assess, Plan, Do, Review](#) in identifying and meeting individual children and young people's SEND needs. In Nottinghamshire, we follow the steps of standard/SEN support which is the [Graduated Response](#).

Staff in School and educational settings will observe, assess and plan on a regular basis, to inform their judgements. This will include assessments of the child's responses (learning, communication, social, emotional, sensory and physical) to the activities and environment, and will contribute to the emerging profile of strengths and needs. Practitioners support a child's learning and development by closely matching what they provide to the child's developmental age/stage. Settings can access normally available funding to provide support to children/young people, e.g. [Early Years Inclusion Funding, notional SEN budget, AFN or HLN](#).

Settings can implement additional provision/interventions including access to support services as soon as possible following the identification of a need. This is a key benefit of Nottinghamshire's responsive funding and resource system, which does not require an EHCP or a cognitive assessment from a psychologist (this may differ in neighbouring Local Authorities).

THE GRADUATED RESPONSE

in Nottinghamshire

Assessment
and
Standard Provision

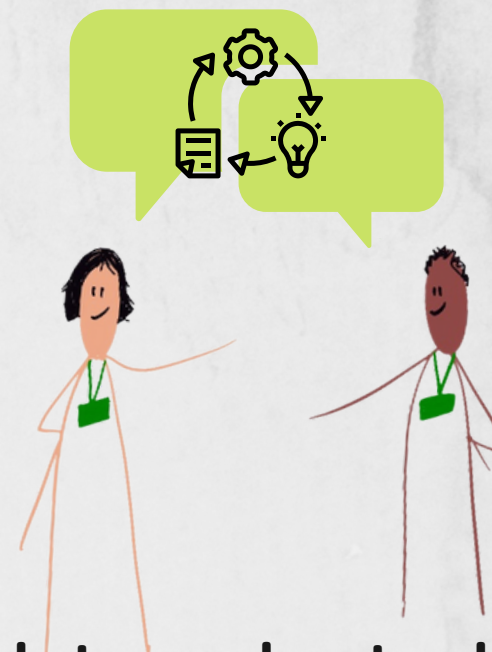


ASSESSMENT:

- Evidence of differentiation
- Whole school tracking data
- Pre key stage standard
- Engagement model
- Environment audit
- Whole school behaviour tracker, e.g. PARS, Praising STARS or similar
- End of key stage data
- Phonics check
- Early years foundation stage Framework standards
- GCSE and progress data
- Benchmarking
- Sensory checklists
- Screening tests and assessments undertaken by the school
- Boxall profile
- Routes to learning
- Portage

STANDARD PROVISION:

- Good quality first teaching, including Dyslexia friendly and Autism friendly
- Booster groups
- Light support and adjustments in a lesson or to the environment
- Differentiation in class and subject lessons
- Clubs in school



1 - INITIAL CONCERNS

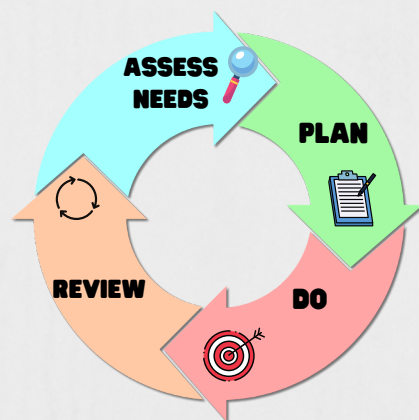
Concerns raised around learning, behaviour or other additional needs. Conversation between the class teacher and parent.

2 - TEACHER TO ASSESS

Class teacher to **assess** the needs (e.g. a classroom behaviour audit if relevant) and implement strategies/intervention in line with **Standard Provision**.

3 - SENCO

A conversation between class teacher and SENCo. SENCo to review teacher changes and identify areas of concern. This may result in a consultation with SEMH Team and/or CPD opportunities being identified ([e.g. training provided by the SFSS](#))
A thorough exploration and consideration of strategies and interventions in place.



4 - SEND SUPPORT

SEND support register
Assess - Plan - Do - Review
Implement a SEND Support Plan

5 - SPRINGBOARD DISCUSSION

- Peer support
- Support from Family SENCo
- Signposting
- Bespoke training, e.g. [EPS](#), [SFSS](#), SEMH Team
- Consultation with support services, e.g. EPS, SFSS surgery, SEMH Team surgery

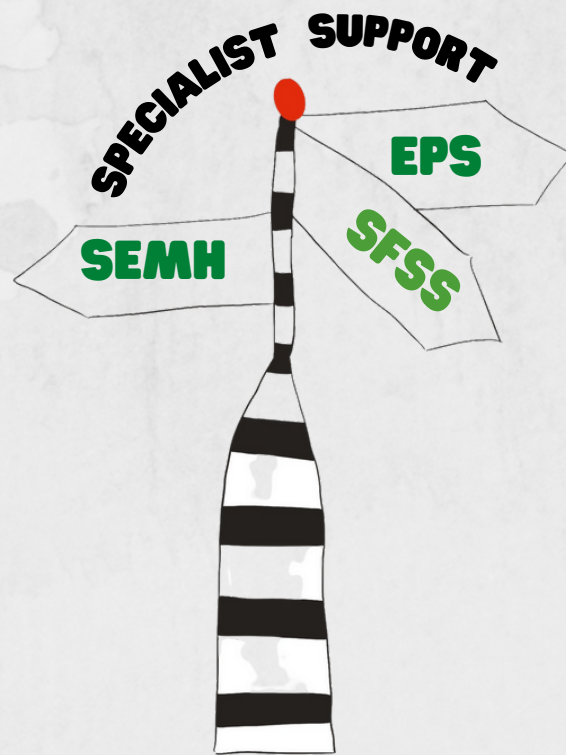


If concerns continue

6 - SPECIALIST SUPPORT (E.G. SFSS, EPS, SEMH TEAM) UNIQUE SUPPORT FROM SERVICES VIA SPRINGBOARD

Review previous support and the Springboard collectively reach a decision regarding what are the priorities for SFSS/EPS/SEMH involvement in the Family of Schools. Requirements for referral:

- To be brought to Springboard unless emergency referral (see priority groups)
- **Consent** for discussion and involvement
- Additional information - including SEND Support Plans, Provision Maps and structured conversations.



Assessment and SEND Provision

PRIORITY GROUPS:

- Children in care or adopted
- Safeguarding concerns
- High risk of exclusion
- EHCP
- Complex transitions
- Low/non-attendance
- Critical incidents

ASSESSMENT:

- Records of SEN support plan - minimum of 3 times a year with parents
- Records of structured conversation/s
- In class observation
- Pre key stage standard
- Engagement model
- Data from assessment system used, e.g. PIVATS, B-squared, AET progression framework
- Boxall profile
- Routes to learning
- Portage
- Precision Teaching
- Pupil Profiles
- Pupil Voice - passports, all about me
- Mediated learning
- Pupil coaching

SEND PROVISION:

- Specific targeted intervention linked to area of SEN
- Session by session or task by task visual timetables
- Specific work delivered under the guidance of a service - SALT, SFSS, EPS.
- Autism Education Trust progression framework for assessment and to inform target setting
- Differentiation - specific to pupils SEND
- TA support in class according to pupil SEND and Support Plan
- Targeted 1:1 support linked to outcome identified in the SEND support plan
- Bespoke package of provision - offsite



What do Nottinghamshire EPS do?

SEE THE BIG PICTURE



EPS Toolkit

Collaborative

- [Notts EPS Service Guide](#)
- [Working with an Educational Psychologist in Notts](#)

Strengths-Based Practice

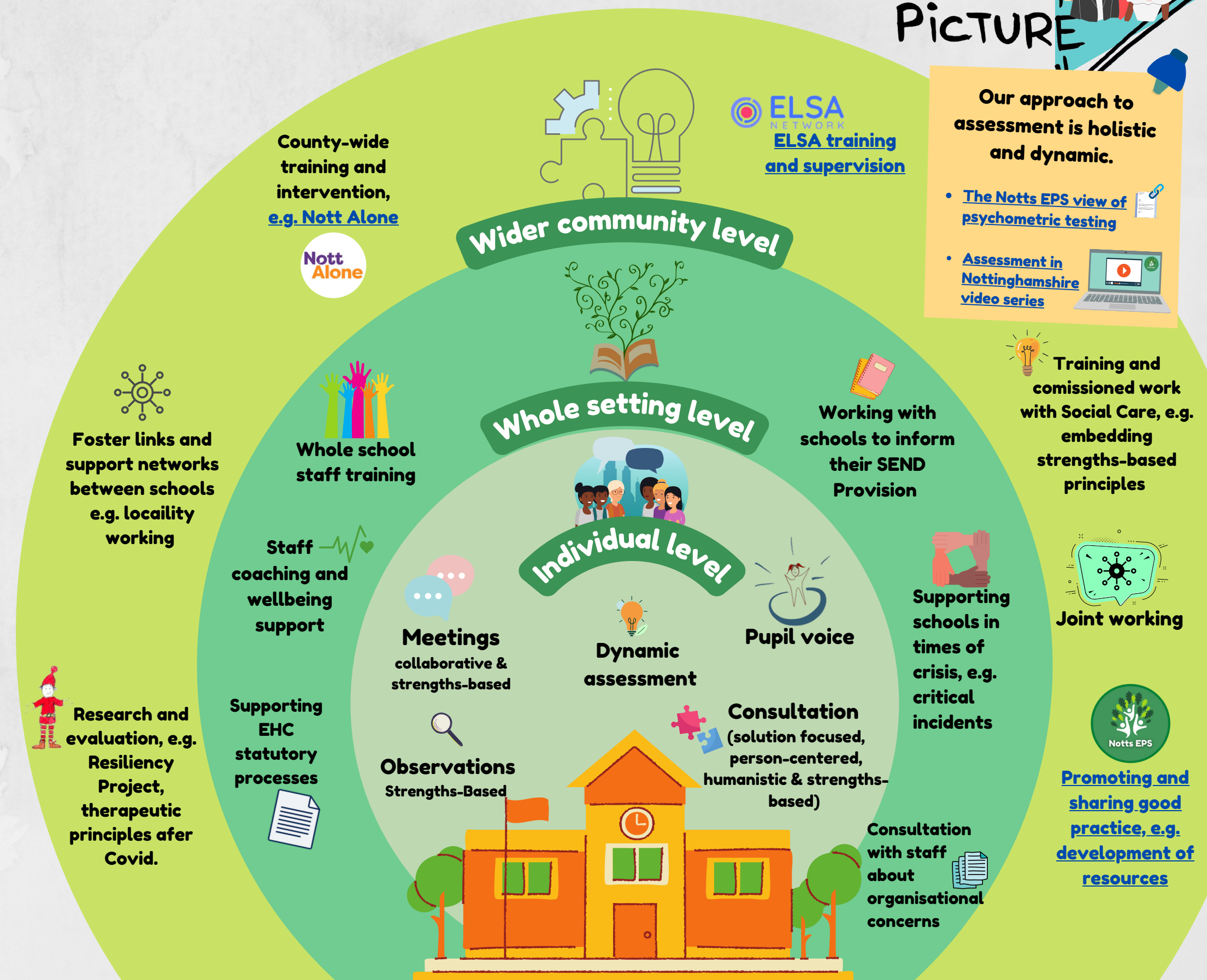
- [Strengths-based practice framework](#)
- [Solution-focused](#)
- [Narrative](#)
- [Restorative](#)

Belonging

- [Foundations of Identity Toolkit](#)
- [Emotion Coaching](#)
- [Relationship based approaches and practice](#)

Social Justice

- [Equality Everyone's Business Toolkit](#)
- [Understanding behaviour Toolkit](#)





SEMH Partnership Teams Contact List



North



- **Bassetlaw (BPBP):**
sue.sparks@nottsc.gov.uk
- **Mansfield and Sherwood (SAP):**
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- **Newark and Minster (SBAP):**
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- **North Ashfield (SBAP):**
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South



- **Gedling (GAP):**
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- **Rushcliffe Primary (SEMH Partnership):**
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- **SHENK:**
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- **South Broxtowe (SBAP):**
zena.mayes@nottsc.gov.uk

GLOSSARY



AP

Alternative Provision

AFN

Additional Family Needs

**Education, Health and
Care Plan (EHC Plan)**

An EHC plan is a legal document which details the support a child or young person should receive in relation to their education and healthcare. This plan is written by your Local Authority and can be given to schools and other professionals to explain the support your child requires.

HLN

High Level Needs

**Notional SEN
budget**

Funding delegated to schools - up to 6,000 per pupil.

SBAP

Schools Behaviour and Attendance Partnerships

SEMH

Social, Emotional and Mental Health

SEND

Special educational needs and/or disabilities

SENCo

A SENCo is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. Early years settings that are part of group provision arrangements are expected to identify an individual to perform the role of SENCo

Springboard

The Family Springboard meeting is a planning meeting where the Family of Schools meet. with representatives from the Schools & Families Specialist Service (SFSS) and. Educational Psychology Service (EPS) to provide: • A forum for seeking mutual support and share expertise.