

SPECIAL EDUCATIONAL NEEDS

GUIDE FOR DESIGNATED TEACHERS

This guide has been developed to help you, as Designated Teachers, support children and young people with their Special Educational Needs and/Disabilities (SEND) needs. It has been designed by a citywide SENCO, the Virtual School, SEND services, and social care.

TOP TIPS:

1. Understand the SEND needs of looked after children

- This means the right provision can be put in place.
- Interventions are most successful when they are focused on addressing the underlying needs over the presenting symptoms and behaviours.

2. Work with your SENCO. If you need further support, link with your locality SENCO

- SENCOs are specially trained in special educational needs. They are experts in unpicking needs and co-ordinating the implementation of further SEND support.
- Locality SENCOs can also provide advice and support to designated teachers in Sheffield. Contact them in complex cases via your school SENCO.
- If you work outside Sheffield and need further advice and support, work with the local authority SEND support services in your area and with the virtual school.

3. Understand the impact of the child's identified needs. Work with your SENCO to investigate other areas you are concerned about

- Make sure you have a copy of the child's SEN support plan, MyPlan (or similar extended SEN support plan if outside Sheffield) or EHC Plan.
- If you think they have other needs which should be investigated, talk to your SENCO. Your SENCO is responsible for ensuring that SEND needs are met and as part of this, may themselves action or recommend that you do some of the following:
 - Speak to the child's class teacher(s) around strengths and possible areas of need
 - Refer to the Sheffield Support Grid
 - Take advice from your Virtual School advocate
 - Make a referral to a support service as guided by the Sheffield Support Grid

4. Proactively monitor to help prevent things reaching a crisis point

- Link regularly with the SENCO/teacher(s) to make sure things are going well for the child. If they are not, or there are further questions about the child, work with your SENCO to investigate the areas of concern.
- Seek further support via your SENCO from involved external professionals if needed for example EP input, SALT assessments etc.
- Be aware of areas of concern and the outcomes of any extra support that has been actioned so that this can be shared in the termly PEP meeting. An outline for the discussion could include: what is working well for the child and any questions/concerns arising.

5. If appropriate include PEP targets into the Individual Learner Plan/SEN Support Plan or outcomes from the ILP/SEN Support Plan/EHC Plan into the PEP

- This will ensure that all staff are aware of the intervention for the term and can support the student to achieve this across the curriculum.
- It will also provide you with feedback via termly SEN reviews.
- It will ensure that there is a single co-ordinated plan to support the child and meet their needs.

6. Confirm with your SENCO who will lead on any required SEND referrals

- Record this information in the PEP report.
- This means you will be clear about who will follow things up as needed and when.

7. Use flowcharts and animations to help explain things to young people, parents and carers

- In Sheffield we have created animations about: How SEND needs are met; MyPlans and EHC Plans
- We also have flowcharts about: the SSG, MyPlans, EHC needs assessments and annual reviews; and preparing for adulthood.
- These are on:
 - Learn Sheffield website - this includes other resources for schools and SENCOs: www.learnsheffield.co.uk/inclusiontaskforce
 - Local Offer website - information for young people, parents and carers: www.sheffielddirectory.org.uk/localoffer
- If you are outside Sheffield, your area may have its own local versions of these on your Local Offer website.

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