

**SEND CENSUS GUIDANCE**

SEND SAS

**CONTEXT**

It is important that the census is an accurate record of need. Data from the census is used to inform both city and national planning. Information about SEN need at a school level is collected each January by the DfE, reminders are provided to schools via the Joint SENCO briefing and news emails.

There are two significant aspects to the data recorded for the census:

**Accuracy:** accurate data means that resources can be distributed in response to a true picture of need.

**Analysis:** census data provides a wealth of information for understanding how patterns of need change across a given period of time.

This guide should be used in conjunction with the annual DfE guidance. The guidance can be found at <https://www.gov.uk/guidance/school-census>

**RESOURCED PROVISION AND SEN UNITS**

A definition is provided on page 93 of the guidance and it is up to individual schools to decide which term best fits the provision at the their school. The following settings should be using these categories only:

Early Years	Primary	Secondary
Plym Bridge Nursery	Thornbury Primary School	Tor Bridge High
	Eggbuckland Vale Primary School	Plympton Academy
	Mayflower Primary School	Stoke Damerel Community College
	Keyham Barton Primary School	
	Goosewell Primary School	

Census category	CoP area of need	Notes
Autism Spectrum Disorder ASD *this term is used in SIMS, but the preferred term by many is autistic spectrum condition (ASC)	Communication and Interaction	A diagnosis would be required from health of Autism, Autism Spectrum Disorder/Condition, or Asperger's Syndrome.
Hearing Impairment HI	Sensory and/or Physical Needs	A diagnosis from the audiology department would identify type and degree of hearing impairment. The Plymouth sensory needs team would advise on the level of support required for a child with HI. Some CYP will have links with the Plymouth sensory needs team and be identified as D code whilst not being on the SEN register depending on the impact of their needs.
Moderate Learning Difficulty MLD	Cognition and Learning	DfE notes a child/young person would 'be declared to have a moderate learning difficulty'. Other terminology used is global learning difficulty and general learning difficulties. Indicators include: <ul style="list-style-type: none"> <li>• Difficulties accessing the core curriculum areas over time despite access to appropriate intervention</li> <li>• Working well below national expectations in the majority of the curriculum</li> <li>• Slow rate of progress noted over time despite intervention.</li> <li>• Cognitive and/or curriculum assessments might be completed which indicate a low level of global learning needs.</li> </ul> This is not to be confused with a 'mild' learning difficulty or under performance, and assessment would be required to indicate the presence of a moderate learning difficulty.
Multi-sensory Impairment MSI	Sensory and/or Physical Needs	A diagnosis from the audiology and ophthalmology department would identify the type and degree of hearing and visual impairment. The Plymouth sensory needs team would advise on level of support required.
SEN Support but no Specialist Assessment of type of Need NSA	Not yet specified	NSA code could be used when a child is young/new to school and the assess, plan, do review cycle has not yet helped to determine prime area of need. It should not be used just because a CYP has not had an assessment from an outside agency.

Other difficulty / disability OTH	Varied depending on difficulty	This would be used when a CYP's presenting need does not fall into any of the other identified categories.
Physical disability PD	Sensory and/or Physical Needs	A CYP's physical disability would be such that they require additional and different support to enable them to access the curriculum. Some CYP with physical disabilities may be represented in D, and not be on the SEN Register. Some CYP may be identified as having sensory processing difficulties which significantly impact on their access to learning and may be represented in this section (as advised by an Occupational Therapist).
Profound and Multiple Learning Difficulty PMLD	Cognition and Learning	A multidisciplinary team would identify a CYP as having PMLD.
Social, emotional and mental health SEMH	Social, emotional and mental health	Includes CYP with challenging behaviours, social difficulties, and emotional and mental health needs which are not identified as being a direct result of another prime need (eg ASC, SLD). This code includes CYP where their primary need is identified as Attention Deficit Hyperactivity Disorder / Attention Deficit Disorder (ADHD/ADD).
Speech, language and communication needs SLCN	Communication and Interaction	Includes CYP with identified difficulties with aspects of SLCN which affects access to the curriculum; including receptive, expressive language difficulties, and social communication difficulties.
Severe Learning Difficulty SLD	Cognition and Learning	CYP has an assessed identified severe level of learning difficulty. (Levels of difficulty would be expected to be commensurate with the profile of need supported in the special schools for CYP with SLD)
Specific Learning Difficulty SPLD	Cognition and Learning	Process of assess, plan do review indicates the CYP has a difficulty that affects one or more specific aspects of learning and encompasses a wide range. This can be diagnosed/identified via outside agencies. E.g. specific literacy difficulties (sometimes referred to as Dyslexia), Dyscalculia Dyspraxia / Developmental Coordination Disorder (DCD) Specific processing and memory difficulties
Visual impairment VI	Sensory and/or Physical Needs	A diagnosis from the ophthalmology department would identify type and degree of cerebral visual impairment (CVI) or ocular impairment. The Plymouth sensory needs team would identify the level of support required for a child with VI. Some CYP will have links with the Plymouth sensory needs team and

		be identified as D code whilst not being on the SEN register depending on the impact of their needs.
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## HOW TO PUT DATA ON THE REGISTER

It is important to record CYP SEN data accurately in school information systems for contextual, funding and tracking purposes.

- Identifying a need and clarifying the SEN type (DfE category) needs to be done by appropriately qualified teaching staff, with support of SENCo/INCo and not by office or admin staff.
- When a new need is identified, the data changes should be made in a timely manner as and when they occur, without waiting for the next School Census, which takes place three times a year in October, January (most detailed information collected) and May.
- Schools and settings should carefully consider who records the data in school. It is recommended for sustainability, that more than one person should be trained in understanding and recording SEN data, but that no more than a few members of staff should be responsible for the recording at any one time.
- All relevant staff should have a good shared understanding of the codes and data and follow the local and national guidance and processes.
- Recording of the SEN data in a school's management information system (MIS) should be accurate and completed in a timely manner. As at 2019, many Plymouth schools use a system called SIMS but there are different products available to schools and they decide which one to use. Training to support with this is available from the Schools ICT team.

## IN-SCHOOL CATEGORY

Individual schools may wish to identify those pupils with barriers with barriers to learning whose needs are met through the school's universal offer. Commonly, the purpose of such a category is to ensure that teachers are aware of specific strategies to support pupils in the classroom, but are not subject to an assess, plan, do review cycle. Pupils identified at the level of an in-school category are not recorded on the census.

## WHEN TO ADD A PUPIL TO THE SEN REGISTER

SEN registers are planning and monitoring tools for SENCos which supports year on year data comparison, allowing for trend analysis informing school needs as well as individual support plans for children and young people (CYP).

- Schools will follow the SEN early identification approaches as outlined in Plymouth's Graduated Approach to Inclusion document.
- Application of the 'assess, plan, do, review' cycle will highlight where teachers have concerns about a pupil's progress. They will liaise with the SENCo through school monitoring protocols using CYP data to analyse progress.
- If a teacher and SENCo identify that the pupil has SEN they would consult with parent/carers.

- Following discussion with parent/carer the school's management information system (MIS) should be updated with data added/adjusted to match identified need.
- MIS data identifies CYP with SEN to track and monitor their achievement, attendance and progress.
- Staff add CYP with physical disability to the schools' MIS to allow for monitoring and tracking.
- Staff to assess whether the CYP's presenting needs are due to EAL alone rather than a SEN
- Staff would use the agreed definitions of codes for SEN Support, EHCP/Statement and disability as below:
- A diagnosis or disability alone does not indicate a child has SEND.

#### **K CODE (SEN SUPPORT)\***

- Children whose progress is significantly below their peers, despite consistent school experience and with strong evidence of plan/do/review cycles using evidence-based intervention
- Children who are on a clear diagnostic pathway / being assessed by an outside agency or specialist
- Children with any diagnosed condition which impacts upon learning academically or Socially

#### **E CODE (EHCP)**

- Children whose specific needs and ability to make progress is so impaired that the school plans bespoke support costing £6k+ and the child has an EHCP or statement

#### **D CODE (DISABILITY)**

- CYP with mental or physical impairments\*\* which have a substantial and long-term adverse effect on the ability to carry out day-to-day activities and who do NOT have SEN (eg facial disfigurements; some physical disabilities; some health difficulties eg epilepsy, sensory impairment, where not effecting learning).

#### **What information to put on the register?**

- The DFE school census uses a wider range of categories of need to the four broad categories in the Code of Practice 2014.
- The SENCo's role is to ensure the best fit descriptor is used for CYP's prime need based on their knowledge of that child, developed in partnership with parent/carers.
- This is not always determined by external specialist assessments, but established through the assess, plan, do review cycle in school.
- The SEN census category should link to the CYP's need that affects their access to the curriculum and/or social emotional development and leads to their requiring additional and different support over time.
- The following offers support for consistent use of categories when adding data to school SEN records/census.

## REFERENCES

School census: guide to submitting data

<https://www.gov.uk/guidance/school-census>

Statistics: special educational needs (SEN)

<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

Local authority interactive tool (LAIT)

<https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

SEND Review and Framework 2018 – 2021

<https://search3.openobjects.com/mediamanager/plymouth/pod/files/sendstrategy.pdf>