

SEN Support

What support should a child or young person with Special Educational Needs & Disabilities get in an educational setting



The SEND Code of Practice says,

All children and young people are entitled to an education that enables them to make progress so that they:

- **Achieve their best**
- **Become confident individuals living fulfilling lives, and**
- **Make a successful transition into adulthood, whether into employment, further or higher education or training (6.1)**

What should the setting do?

- The Code of Practice says to use their 'best endeavours' to make sure that a child or young person (YP) with Special Educational Needs (SEN) gets the support they need - this means doing everything they can to meet children and YP's SEN
- Ensure that children/YP with SEN engage in the activities of the educational setting alongside pupils who do not have SEN
- Name a teacher to be responsible for co-ordinating SEN provision—the SEN Co-ordinator (SENCo)
- Tell parents when they are making special educational provision for their child/YP
- Publish a SEN information report and their arrangements for the admission of disabled children

How can a setting help my child/YP?

Educational settings should be:

- Regularly checking every child/YP's progress
- Identifying child/YP's needs early
- Adapting teaching to meet individual needs

If your child/YP is still not making progress the setting should decide if they have SEN and need SEN support.

School should talk with you and your child/YP about this.

What is SEN Support?

SEN support is a four stage cycle also called the graduated approach. It is help that is additional to or different from the support generally given to most children/YP of the same age.

The purpose of SEN support is to help children/YP progress.



SEN Support (A graduated approach)

The four stages

The SEND Code of Practice says,

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. (6.44)

1. Assess

Teaching staff should work with the Special Educational Needs Coordinator (SENCo) to assess your child/YP's needs so that they give the right support. They should involve you in this and seek your child/YP's views.

Sometimes settings will ask for advice from a specialist teacher or a health professional. They should talk to you about this first.

2. Plan

If the setting decides that your child/YP needs SEN support they must tell you. The setting should agree with you the aims (outcomes) that will be set, what help and support will be given to meet the aims and a date for progress to be reviewed.

The SEND Code of Practice says,

Schools should take seriously any concerns raised by a parent. (6.45)

3. Do

The SENCo will support teachers, teaching assistants (T.A) and specialist staff to put the plan in place.

4. Review

The SEND Code of Practice says,

Schools should meet with parents at least three times a year (6.65)

The setting should review your child/YP's progress and the difference that the help as made to your child/YP. You and your child/YP should be involved in the review and in planning the next step.

If your child/YP has not responded to the help they were given, it should be decided what can be done next. This could be extra or different help. This could involve other professionals from external services such as educational psychology, or the school to school support service.

If your child/YP is still not progressing or the school is putting in far more support than for most children with SEN, the next step is to consider requesting a needs assessment for an Education, Health and Care Plan (EHCP).





Child and young person involved at all stages

Differentiation—the teacher changes how they teach if the child or young person isn't progressing

Progress less than expected

Assess SEN—include and take account of the child or young person and/or parents views

NO

YES

ASSESS

Collecting information about needs from early years/school/post 16 provision and professionals, such as progress, attainment (ability), behaviour. Record the information

Extra or different work, working towards targets, bringing in external professionals.

Schools should meet at least termly with parents/carers or young person

PLAN

Write a plan of:

- Support
- Expected progress (outcomes)
- Review date

DO

Teacher or tutor responsible for the delivery of the plan. Teaching

REVIEW

Has progress been made?
Consider views of all who have been involved.
Change the support if needed.

Despite several cycles of SEN support, expected progress has not been made

Assessment for an Education Health & Care Plan (EHCP) should be considered. See our EHCP Booklet

(information about what is available across Norfolk for children and young people with SEND)

The Local Offer

SEN Support

Examples of SEN Support

- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child/YP in a small group
- Observing your child/YP in class or at break and keeping records
- Helping your child/YP to take part in class activities
- Making sure your child/YP has understood things by encouraging them to ask questions and getting them to try something they find difficult
- Helping your child/YP to work with other children or play with them at break time
- Supporting your child/YP with physical or personal care, such as eating, getting around school safely, toileting or dressing
- Advice and/or extra help from specialists such as specialist teachers, educational psychologists and therapist

If your child/YP has a disability the educational setting must put things in place so that your child/YP can access learning and take part in everyday activities—this is called making ‘reasonable adjustments’.



Other useful Information

Visit our website to download Chapter 6 of the SEND Code of Practice and our SEN Support Template.

www.norfolksendpartnershiass.org.uk

Or contact us to talk to one of our trained SEND Advisors

Read the SEN Information report and policies available on your school's website

Norfolk Local Offer

www.norfolk.gov.uk/send

send@norfolk.gov.uk



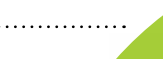
Mini Meeting Planner and Notes

NAME OF CHILD:.....

DATE:.....

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Notes







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If you need this in another format or language please contact us

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