

SEN Support in mainstream schools



This leaflet explains what support your child with Special Educational Needs & Disabilities should have in school



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 schools should do

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



How can school help my child

Schools should be

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

If your child is still not making progress school should decide if they have special educational needs (SEN) and needs SEN support.

School should talk with you and your child 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 of the same age.

The purpose of SEN support is to help children and young people 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)

Assess

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

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



The SEND Code of Practice says:

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

Plan

If the school decides that your child needs SEN support it **must** tell you. The school 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.

Do

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

Review

The SEND Code of Practice says:

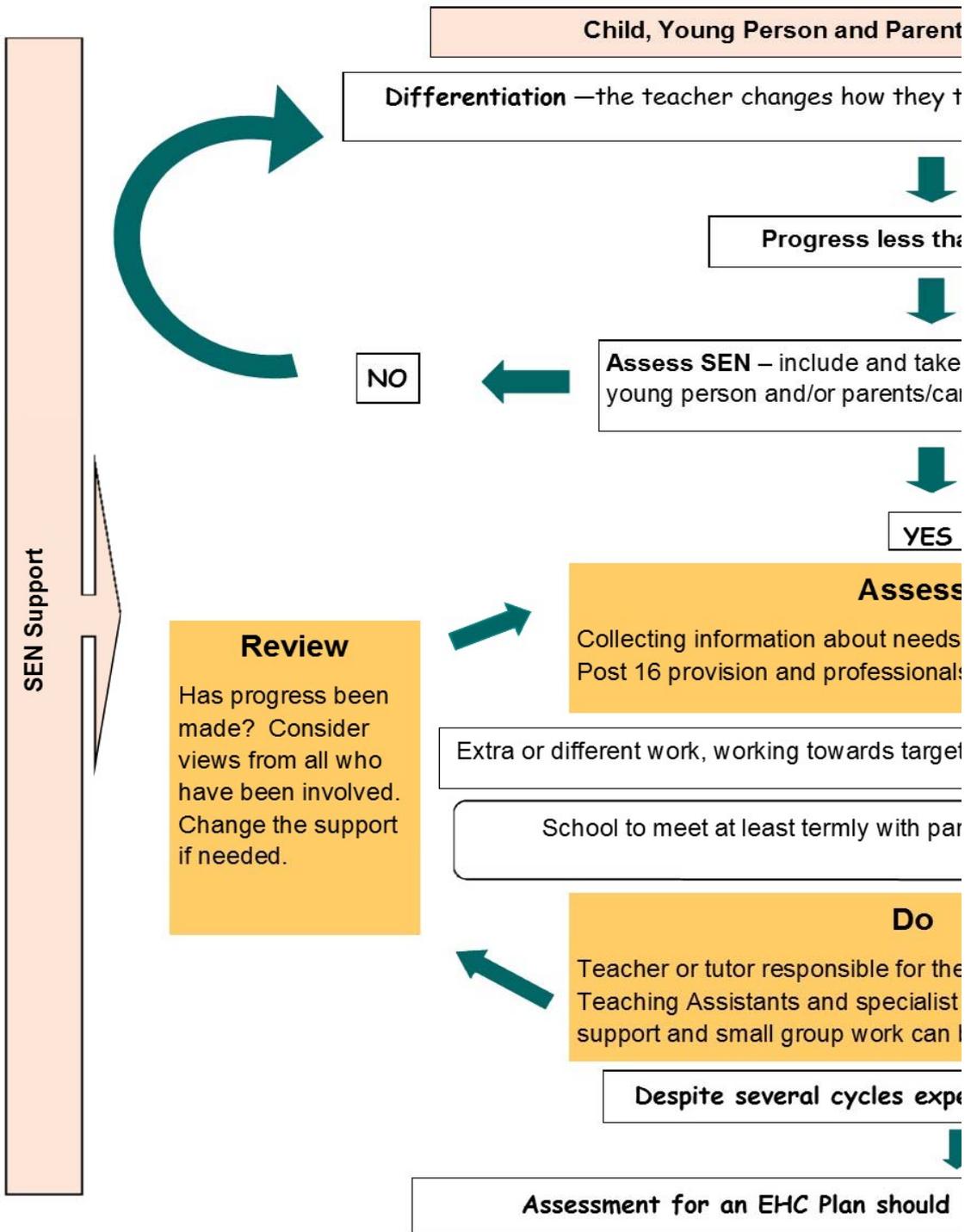
Schools should meet with parents at least three times a year (6.65)

The school should review your child's progress and the difference that the help your child has been given has made. You and your child should be involved in the review and in planning the next step.

If your child 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 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)





Parent/Carers Involved at all Stages

They teach if child/young person is not progressing



More than expected



Take account of child, school/college/carers views



ASSESS

Information gathered from early years/school/college/parents. Such as progress, interests, strengths and weaknesses

Targets, bringing in external professionals

Involve parents/carers and young person.

Plan for the delivery of the plan. Specialist staff may be involved. 1-1 support can be included.

Expected progress not made



Review should be considered (see our EHC Plan leaflet)

Plan

Write a Plan of:

- ◆ Support
- ◆ Expected progress (outcomes)
- ◆ Review date

The Local Offer
 (Information about what is available across Norfolk for children and young people with SEN)

SEN Support can take many forms, including

- ◆ Extra help from a teacher or a learning support assistant
- ◆ Making or changing materials and equipment
- ◆ Working with your child in a small group
- ◆ Observing your child in class or at break and keeping records
- ◆ Helping your child to take part in class activities
- ◆ Making sure your child has understood things by encouraging them to ask questions and getting them to try something they find difficult
- ◆ Helping your child to work with other children or play with them at break time
- ◆ Supporting your child 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 therapists.
- ◆ Talking to your child's teacher or the Special Educational Needs Co-ordinator (SENCO)
- ◆ Putting in place what changes need to be made

Other useful information

- ◆ **Chapter 6 of the SEND Code of Practice** available on our website
- ◆ Norfolk's Local Offer www.norfolk.gov.uk/SEND
- ◆ The SEN Information Report and Policies on your settings website

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



Mini Meeting Planner



Name of Child:..... Date:.....

Important Issues to
discuss

Agreed actions

By who and when

YOUR NOTES





We also:

- ◆ Produce a newsletter each term
- ◆ Have information leaflets available on our website
- ◆ Ensure the views of children, young people and parent/carers are represented when influencing SEND policy and practice

Contact us:

Norfolk SEND Partnership

Information Advice and Support Service

148 Woodside Road

Norwich NR7 9QL

Office Hours 9am-5pm Mon-Fri

Tel: 01603 704070

Email: sendpartnership.iass@norfolk.gov.uk

www.norfolksendpartnershiass.org.uk



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