

Information for Parents and Carers

What is Special Educational Needs (SEN) Support?

The code of practice (CoP) says that when a child is identified as having Special educational needs (SEN), schools should take action to remove barriers to learning and put effective **SEN SUPPORT** in place.

This means help that is additional to or different from the support given to most of the other children of the same age.

The purpose of SEN support is to help children and young people achieve the outcomes or learning objectives set out for them by the school in conjunction with parents and pupils themselves.

Every school must publish an SEN information report about the SEN provision the school makes. You can find this on the school's website. You can also ask your child's teacher or the Special Educational Needs Co-ordinator (SENCo) for information on the SEN provision made by school.

The Local Offer published by Gateshead also sets out what support it expects early year's settings, schools and colleges to make for all children and young people with SEN or disabilities.

What does SEN register mean?

If your child is on the SEN register it means they have a special educational need. A special educational need is defined by the 2014 code of practice (CoP) as; A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

SEN Support in schools

SEN support can take many forms in school:

- Individual learning programmes
- Extra support from a teacher or a learning support assistant
- Use of specialist resources or equipment
- Small group work
- Support with physical or personal care
- Advice from specialists such as specialist teachers, educational psychologists and therapists
- Differentiation

Who decides what SEN support my child has?

Teachers should regularly assess the progress of all school children. The **SEN Code of Practice** (6.17) says that schools should “identify pupils making less than expected progress given their age and individual circumstances.”

The Code of Practise outlines a four part cycle ('assess, plan, do, review') and describes a graduated approach to identifying and meeting special educational needs (CoP 6.44).

If as a parent, you feel that your child may have SEN needs, you should talk to your child's teacher or to the Special Educational Needs Co-ordinator (SENCo).

Schools must involve parents in identifying needs, deciding outcomes and planning provision. If a young person is 16 or older, the school should involve them directly. Schools should seek more specialist expertise at whatever point is needed.

Schools should decide if your child needs SEN support and should inform you about this (CoP 6.2).

Whatever type of SEN support is provided by the school, parents, children and teachers must be clear about how the expected outcomes will be achieved and when progress will be reviewed. Schools should meet parents at least three times per year (CoP 6.65).

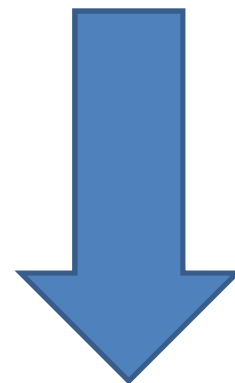
A key principle of the CoP is that children with SEN should have their needs met. Help should increase, or become more specialist according to need not diagnosis.

The diagram below reflects stages of SEN support.

High quality, inclusive teaching
For all pupils in a class

Lowest level of support (No SEN support)

SEN Support plan
(Individual Education Plan (IEP)
Personalised Learning Plan/
Support)



Education Health Care Plan

Highest level of support

SEN Support Plan

The majority of children and young people at SEN Support will have their needs effectively met and will make progress with the school using their own approach to planning and recording eg. Individual Education Plan (IEP)

Schools however might put a targeted Support Plan in place.

An SEN support plan provides a more coordinated and personalised planning approach to meeting a child or young person's SEN supporting them to make progress.

They can be used particularly if:-

- a pupil continues to make limited progress despite evidence based SEN support delivered by appropriately trained staff;
- a number of professionals are involved and a shared understanding of strengths and needs and joint agreement of outcomes and actions is needed

The SEN Support Plan can be used to record:

- What is important to the child/young person and their family and how best to support them
- Contributions from all advice givers
- A shared understanding of an individual's strengths and needs
- What is in place and what needs to change
- Agreed outcomes and actions

A support plan is not a statutory document. However, it is the document which educational settings (including Pre-5 and Post-16 settings) will use to request a statutory assessment. It forms the basis for the subsequent EHC Plan (if determined as appropriate) and should remain in place, even if the decision is to not proceed to a statutory assessment.

Unlike an EHCP schools are not legally bound to deliver what is in the plan. It is reviewed at least once a year but ideally reviewed every 3 months and is owned by the school and not the local authority. There is no additional funding from having a support plan is it evidencing what is being provided in regards to SEN support.

The support plan should be discussed with parents, and their consent needs to be obtained before going ahead.

Review of SEN support

The **SEND Code of Practice** (6.65) says that "Schools and parents should meet with parents at least three times a year." You should be involved in the reviewing process where the child's progress will be checked and new outcomes will be set.

Sometimes, it will be necessary to involve other professionals. Sometimes, the next step may be to ask the local authority for an EHC needs assessment. If the school decides to do this, they must tell you. Parents can also ask for this themselves and can write to the local authority directly providing reasons and evidence of child having SEN and needing SEN provision.

If you need to ask any questions or for further advice, please contact:

Barnardo's SENDIASS on **0191 4784667**

or email **daiss@barnardos.org.uk**

Link for code of practise -

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Link for Local Offer - <https://Gateshead-localoffer.org/>

Other fact sheets you may be interested in:

- **Going to a meeting**
- **Education and Health Care Plan**
- **Funding for SEN**

Version: Feb 2021

Review: Jan 2022

Barnardo's Registered Charity Nos. 216250 and SC037605

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