

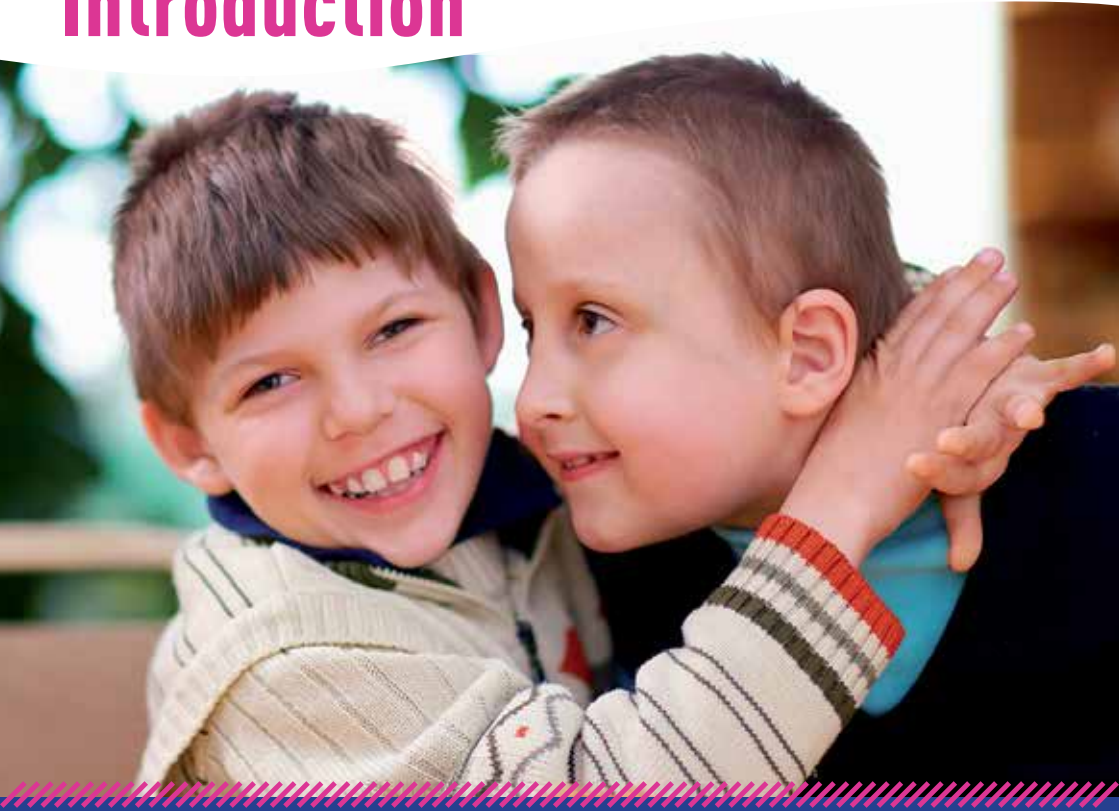
# SEN support in education

for children and young people with special education needs and disabilities.

0-25



# Introduction



Children and young people with special educational needs (SEN) all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age.

# Children and young people with SEN may need extra help because of a range of needs. Sometimes having special educational needs can include more than one of these areas:

**Communication and interaction** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Having English as an additional language is not, on its own a special educational need.

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**Cognition (understanding and learning)** – for example, where children and young people learn at a slower pace than others their age, have difficulties with organisation and memory skills, or have a specific learning difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

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**Social, emotional and mental health difficulties** – for example, where children and young people have difficulty managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning or that have an impact on their health and wellbeing.

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**Sensory and/or physical needs** - for example, children and young people with visual and/or hearing impairments, or a physical need that means they need additional ongoing support and equipment

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Many children and young people with SEN may also have a disability. The Equality Act 2010 requires that educational settings (such as nursery, schools or colleges) and the local authority:

- **Must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

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- **Must** make reasonable adjustments, including the provision of auxiliary aids and services, so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is 'anticipatory' – people need to think in advance about what disabled children and young people might need.

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# SEN support in mainstream settings

This booklet is about the support that mainstream settings should provide for children and young people with special educational needs (SEN). A setting is anywhere education takes place for example nurseries, schools and colleges.

**The Special Educational Needs or Disability (SEND) Code of Practice (0 to 25 years) says:**

All children and young people are entitled to an appropriate 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 (paragraph 61.)



You can access and download a copy of the SEND Code of Practice online at [www.gov.uk](http://www.gov.uk) and search 'SEND Code of Practice'

# What are the duties on settings and the local authority towards children and young people with SEN?

Most children and young people with SEN have their needs met through mainstream education provision. All settings are responsible for meeting the needs of children and young people with SEN. The SEND Code of Practice says all teachers are teachers of SEN and they are responsible for the progress that all children make. Settings should have high expectations for all pupils.

## The SEND Code of Practice says all mainstream settings must:

- 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 setting alongside pupils who do not have SEN
- Designate a teacher to be responsible for coordinating SEN provision – the SEN Coordinator (SENCo).
- Inform 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, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the setting for disabled children and their accessibility plan showing how they plan to improve access progressively over time (6.2)

Local authorities have a number of duties towards children and young people including identifying and assessing those with SEN, working with other services such as educational settings, health and social care and providing information and advice. In carrying out all these duties the Children and Families Act 2014 states:

## **In the case of a child or young person, a local authority in England must have regard to the following matters in particular:**

- **The views, wishes and feelings of the child and his or her parent, or the young person**
- **The importance of the child and his or her parents, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned**
- **The importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions**
- **The need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes**  
*(Part 3, Section 19)*



# What is SEN support?




**Every child with special educational needs should have SEN support. This means help that is additional to or different from, the support generally given to other children of the same age.**

The purpose of SEN support is to help children achieve the outcomes or learning objectives set for them by the setting. Settings should involve parents in this process.

If your child was on School Action or School Action Plus they should have now transferred to SEN support.

Every setting must publish a SEN information report about the SEN provision the setting makes. You can find this on the setting's website.





You can also ask your child's teacher or the Special Educational Needs Coordinator (SENCo) for information on the SEN provision made by the setting.

## **SEN support can take many forms, including:**

- **A special learning programme for your child**
- **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 to try something they find difficult**
- **Helping other children work with your child, or play with them at break time**
- **Supporting your child with physical or personal care, such as eating, getting around the setting safely, toileting or dressing**

Children with medical needs should have a Healthcare plan in school. This would usually be separate from any SEN support plan.

# Who decides what SEN support my child has?

## The SEND Code of Practice says:

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- **Is significantly slower than that of their peers starting from the same baseline**
- **Fails to match or better the child's previous rate of progress**
- **Fails to close the attainment gap between the child and their peers**
- **Widens the attainment gap (6.17)**

The setting should then decide if your child needs SEN support. They should talk to you and your child about this. If a young person is 16 or older the setting should involve them directly. Settings should aim to identify difficulties early and act quickly to provide SEN support.

Sometimes you may be the first to be aware that your child has some special educational needs. If you think your child may need SEN support you should talk to your child's teacher or to the Special Educational Needs Coordinator (SENCo).

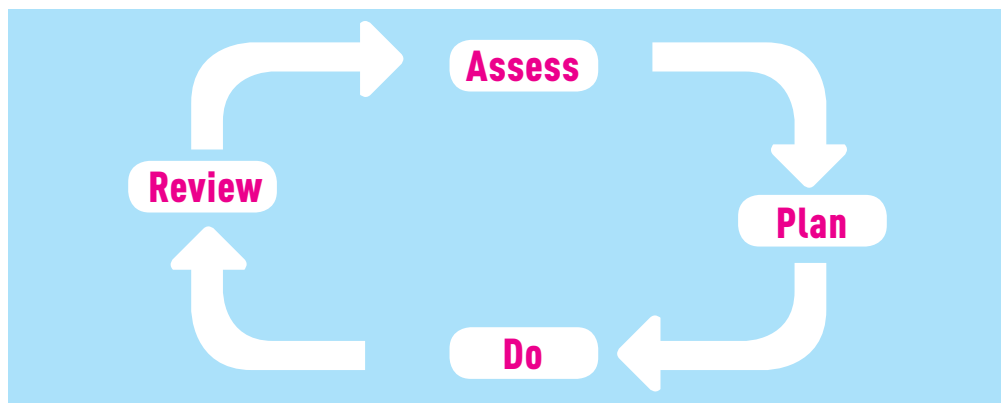
If you are not happy about the support your child has, you can talk to the Special Educational Needs Coordinator (SENCo) or the head teacher.

# A graduated approach

## The SEND Code of Practice says:

- Where a pupil is identified as having SEN, settings should take action to remove barriers to learning and put effective special educational provision in place (6.44)

When your child is identified as having SEN, the setting should use a graduated approach based on four steps. These are:





## Assess

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

## The SEN Code of Practice says:

**Settings should take seriously any concerns raised by a parent (6.45)**

Sometimes settings will seek advice from a specialist teacher or a health professional. They must talk to you about this first before doing so.

# A graduated approach

## Plan

If the setting decides that your child needs SEN support it must tell you. The setting should talk with you about the outcomes that will be set, what help will be provided and agree a date for progress to be reviewed.

The outcomes will describe what your child will achieve as a result of the additional support.

The school should draw up a plan in writing and share it with you.

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## Do

Your child's class or subject teacher is usually responsible for the work that is done with your child, and should work closely with any teaching assistants or specialist staff involved. The setting should tell you who is responsible for the support your child receives.

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The SEND Code of Practice says all those who work with your child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required (6.49).

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## Review

The setting should review your child's progress, and the difference that the help your child receives has made, on the date agreed in the plan. You and your child should be involved in the next step.

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# A graduated approach



## The SEND Code of Practice says:

**Settings should meet with parents at least three times a each year (6.65)**

Sometimes it helps to involve other professionals in further assessment or to support planning the next steps. If your child has not made reasonable progress it will be important to agree with the setting what should happen next.

You and the setting can look at the Local Offer ([www.hertfordshire.gov.uk/localoffer](http://www.hertfordshire.gov.uk/localoffer)) to see what support is available that could help your child achieve their outcomes. For some children and young people, it may be necessary to seek an Education, Health and Care (EHC) needs assessment from the local authority, to identify whether an EHC Plan may be required.



# Where can I get more information, advice or support?

## You can find out more about SEN Support by:

- Looking at the SEN information report on your setting's website
- Talking to your child's teacher or the Special Educational Needs Coordinator (SENCo)
- Looking at the Hertfordshire Local Offer website [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)
- Reading Chapter 6 of the SEND Code of Practice

You can also get in touch with SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).

**This service is free and confidential and they can provide:**

- Impartial information, advice and support via telephone, email and in person
- Advice about what to do if you are not happy with the support your child's setting is providing
- Information about other organisations, support groups and information services that could help
- Information and advice about your rights to request an Education, Health and Care needs assessment
- They also provide this service to children and young people with SEN and/or disabilities

**Call:**

01992 555847

**Email:**

[sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk)

**Visit:**

[www.hertfordshire.gov.uk/sendiass](http://www.hertfordshire.gov.uk/sendiass)

[www.hertfordshire.gov.uk/localoffer](http://www.hertfordshire.gov.uk/localoffer)

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