



SEN Support factsheet

'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.'

SEND Code of Practice 2015, paragraph 6.1

Special educational needs 'SEN' is defined as:

- 'A learning difficulty and/or disability which requires Special Educational Provision.
- Significantly greater difficult learning than others the same age
- Impairment has a substantial long-term adverse effect on carrying out day-to-day activities.

SEN Support

SEN Support is help that is additional/ different from support generally given to children of the same age.

If school's cannot meet the child's needs from within their own resources, a request for an Educational, Health and Care Needs Assessment should be made to the local authority.

'Best Endeavours'

Mainstream schools 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 peoples SEN needs.

Section 66 Children and Families Act 2014

Quality First Teaching

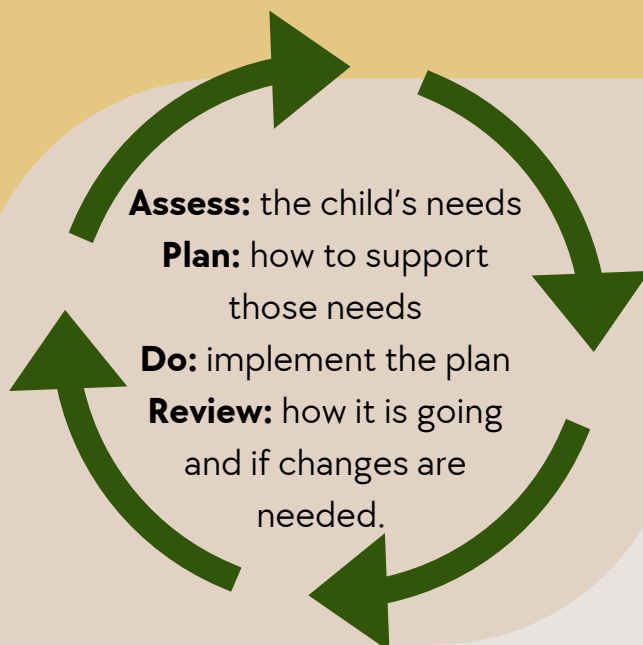
Some provision can be provided through the ordinarily available provision, which means the provision available for all children. This is usually referred to as Quality First Teaching or High Quality Teaching. This can include things such as 'chunking', differentiation, some sensory and learning resources, additional support with learning tasks. Some children can have their needs met at this level and it is when the support necessary is above this that it becomes SEN Support.

Graduated response

SEN Provision should take the form of the 'Graduated response'. This is the Assess, Plan, Do and Review process.

This may include:

- Individual learning Programme (IEP)
- Periods of being taught in small groups
- Extra help from a TA and/or ELSA
- Making/Changing materials and equipment
- Seeking advice from external professionals such as Educational psychologists, speech and language therapists, specialist teachers or health professionals.





Identification of SEN:

'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.'

SEND Code of Practice, paragraph 6.1

The school should then decide if your child needs SEN support. The school should talk to you and your child about this. If a young person is 16 or older the school should involve them directly.

Sometimes you may have concerns that your child has some special educational needs first. 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).

'Schools should take seriously any concerns raised by a parent.'

SEN Code Of Practice, paragraph 6.45

Schools should also:

- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN coordinator, or 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 school for disabled children and their accessibility plan showing how they plan to improve access progressively over time
- meet with parents at least three times a year.

If you aren't happy with the SEN Support in place it is important to talk to the SENCo.

If you feel they are not following their duties outlined here or their own policies then you may wish to make a complaint.

Your School's SEN policy may be helpful for reference as to what is available within resources.

Myth: Schools have £6000 allocated per child for SEN Support

Schools receive additional funding to fund provision for children with SEN. This is a notional budget and is not ringfenced for individual children. The Government recommends that schools should use their notional SEN budget to pay for up to £6000 supporting a child at SEN Support, however, this is not a set amount. What schools have available can vary and schools can delegate funds how they see best.