

Information Advice & Support

Guides for Parents and Carers
in North Lincolnshire

4. SEN Support in Mainstream Schools



North Lincolnshire

Formerly North Lincolnshire Parent Partnership

**SEN & Disability
Information
Advice &
Support
Service**



www.northlincs.gov.uk

Introduction

This is one of a series of information resources for parents and carers in North Lincolnshire. They are intended to offer an introduction to parts of the *Special Educational Needs and Disability (SEND) Code of Practice* and to complement the Department for Education (DfE) Parents' Guide.

Each booklet is available on the Local Offer website (www.northlincslocaloffer.com/SENDIASS) and will also be available on the forthcoming Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) website.

All titles in the series contain hyperlinks to other relevant information and look-ups to words explained in the online glossary. Throughout the booklets:

- words included in the glossary are marked in **bold**
- quotes are referenced and presented in *italics*.
- hyperlinks are underlined.

Additional references to other sources of information, advice and support are included at the back of the booklet.

SEN Support in Mainstream Schools

This information is about the support that mainstream schools must and should provide for children with special educational needs (SEN).

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)*

The duties on schools to make SEN provision

The SEND Code of Practice says 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 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*
- *designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.*
- *inform parents when they are making special educational provision for a child*
- *publish an 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 (6.2)

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 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 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 school's Special Educational Needs Coordinator for information on the SEN provision made by the school.

The Local Offer published by North Lincolnshire Council also sets out what support it expects early years settings, schools and colleges to make for all children and young people with SEN or disabilities.

You can find out about the funding of SEN support in the SENDIASS booklet *Funding for Special Educational Needs in Mainstream Schools*.

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 the 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 school safely, toileting or dressing
- advice and/or extra help from specialists such as specialist teachers, educational psychologists and therapists.

When schools want to call in specialists, they should discuss and agree this with parents.

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)*

It can include progress in areas other than attainment – for instance...wider development or social needs. (6.18)

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 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.

If you are not happy about the support your child has you can ask to talk to the Special Educational Needs Coordinator or headteacher.

The SEND Code of Practice says that:

Schools should also tell children, parents and young people about the local authority's Information, Advice and Support Service. (6.39)

You can find out more about this in the SENDIASS booklet: *What do we mean by impartial, information, advice and support?*

A graduated approach

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. This SEN support should take the form of a four-part cycle... This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles (6.44)

The graduated approach is based on four steps. These are:



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, where possible, seek your child's views. The *SEND Code of Practice* says:

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

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

Plan

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

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 school should tell you who is responsible for the support your child receives.

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)

Review

The school should review your child's progress, and the difference that the help your child has been given has made, on the date agreed in the plan. You and your child should be involved in the review and in planning the next steps.

The SEND Code of Practice says

Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet with parents at least three times a year. (6.65)

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively...(They) will be longer than most parent-teacher meetings. (6.69)

If your child has not responded to the help they were given, the review should decide what can be done next. This may include more or different help.

Sometimes it helps to involve other professionals to investigate

the difficulties or to plan the next steps.

The *SEND Code of Practice* says:

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. (6.59)

You and the school can look at the **Local Offer** to see what support should be available that could help achieve your child's outcomes.

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. If you think it is needed you can ask for it yourself.

You can get more information about this in the SENDIASS booklet: *Education, Health and Care Needs Assessment for Children in Early Years Settings or at School.*

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 the school website
- talking to your child's teacher or the Special Educational Needs Coordinator
- reading Chapter 6 of the *SEN Code of Practice*
- looking at the Local Offer: www.northlincslocaloffer.com

This includes Local Authority guidance to North Lincolnshire schools about:

- The School Offer and SEND policies
- The Graduated Approach

You can also get in touch with **SENDIASS** who can give you:

- information about SEN support, including information about SEN funding
- advice about what to do if you are not happy with the support your school is providing
- information about other organisations, support groups and information services that could help
- information and advice about your rights to request an **EHC needs assessment**.

There are also a number of national organisations that provide information and advice about SEND. These include:

Contact a Family

SEN National Advice Service Helpline: 0808 808 3555

www.cafamily.org.uk

Coram Children's Legal Centre

Education Law Advice Lines: 0845 345 4345 or 0300 330 5485

www.childrenslegalcentre.com

Independent Parental Special Education Advice (IPSEA)

General Advice Line: 0800 018 4016

www.ipsea.org.uk

A more comprehensive list of national and condition specific information and advice providers is available here: <http://www.northlincslocaloffer.com/SENDIASS>

Notes

Special Educational Needs & Disability

For further information:

SENDIASS

Hewson House, Brigg
North Lincolnshire, DN20 8XJ

Telephone: **01724 277665**
Email: help@nsendiass.org.uk
Web: www.northlincslocaloffer.com/SENDIASS



No English?

For information please call:

08000 193530 (Arabic) للحصول على المزيد من المعلومات اتصل بـ:

তথ্যগুলি বাংলায় জানতে হলে এই নম্বরে ফোন করুন: 08000 193531 (Bengali)

欲知粵語版的消息，請致電: 08000 193532 (Cantonese)

हिन्दी में जानकारी के लिये 08000 193533 पर फोन करें (Hindi)

بۆ زانیاری به کوردی سۆرانی تەلهفۆن بۆ ژماره 08000 193537 بکە. (Kurdish Sorani)

Para mais informação em português contacte-nos através do telefone 08000 193538 (Portuguese)

ਪੰਜਾਬੀ ਵਿਚ ਸਾਹੁਵਾਦੀ ਲਈ 08000 193539 'ਤੇ ਫੋਨ ਕਰੋ (Punjabi)

“Warbixinta oo af Soomaali ah wac 08000 193540” (Somali)

08000 193541 اردو میں انفارمیشن کے لیے اس ٹیلیفون نمبر پر رابطہ فرمائیں۔ (Urdu)

Nie mówisz po angielsku? Po informacji zadzwoń pod numer 08000 195587 (Polish)

Не знаете английский? Для информации звоните 08000 195586 (Russian)

For information in alternative formats or to request a signer or interpreter to speak to us please contact **01724 296629**