

The **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years** (DfE, 2015) (the Code) – provides guidance on the responsibilities of education, health, and care sectors to ensure the needs of children with SEND (special educational needs or disability) are met.

In this information series, we look at what this means.

QUESTION:

When does a child have **Special Educational Needs (SEN)**?

ANSWER:

When they have a **learning difficulty** or a **disability** which calls for **special educational provision** to be made for them.

A child or young person has SEN if they have a **learning difficulty**, which means that they have significantly greater difficulty in learning than the majority of others of the same age, **or** they have a **disability which prevents or hinders them** from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

QUESTION:

What is a **disability**?

ANSWER:

In this context
'disability' means
'disabled' within the
meaning of the Equality
Act 2010.

Section 6(1) of the Equality Act, states that:

a person (P) has a disability if:

- (a) P has a physical or mental impairment **and**
- (b) the impairment has a substantial and long-term adverse impact on P's ability to carry out normal day-to-day activities.

QUESTION:

What is **special educational provision**?

ANSWER:

A provision given to a child with SEN who needs support.

All pupils, including those with SEN should receive high quality teaching which uses a range of tasks (**differentiation**) according to needs.

If despite this differentiation a pupil with SEN does not make progress, then **provision** which is **different from or additional** to that normally available to pupils of the same age in mainstream schools will be offered.

This extra **provision** is called **SEN Support**.

The four broad areas of need

To help schools and other settings review manage and plan special educational provision, the Code suggests four broad areas of need that they should plan for: -

- 1. Communication & Interaction**
- 2. Cognition & Learning**
- 3. Social, emotional and mental health**
- 4. Sensory and/or physical**

SEN Code (6.27)

What do mainstream schools have to do for pupils with SEND?

Mainstream schools **must**: -

- Use their **best endeavours** to make sure that a child with SEN gets the support they need.
- **Ensure** that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN;
- Have a **SENCO** (SEN Co-ordinator)
- **Inform** parents when they are making special educational provision for a child
- **Publish a SEN information report** on the school website
- Have **systems in place to identify** children who are in need of support and **to assess, monitor and secure** appropriate support for any SEN they may have.

The Code (6.2).

How do schools Involve parents and pupils in planning and reviewing progress?

When a decision is made that a pupil has SEN the school: -

Should record this in the school records,

Must inform the pupil's parents that special educational provision is being made. Each school can use its own paperwork but will draw up a SEN support plan.

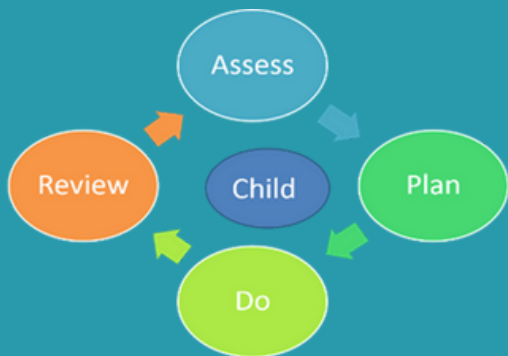
Must provide a yearly report for parents in their child's progress

Should meet with parents at least three times a year

Should talk to parents regularly to set clear outcomes and review the progress towards them....

SEN Code, (6.43, 6.65 and 6.72 onwards).

The Graduated Approach:



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 is done by following a **graduated approach** based on four steps: -

1. Assess
2. Plan
3. Do
4. Review

This four-part, ongoing cycle allows an understanding of the child or young person's needs and the support that works for them to develop. (CoP 6.44)

Step 1. Assess

The school or setting should gather information to understand a child or young person's difficulties and what will help them to make progress.



Assessment should draw on the following: -

- teacher's assessment
- individual's development in comparison to their peers
- the views and experience of parents
- the child or young person's own views
- appropriate advice from external support services

Step 2. Plan

Once the school or setting has assessed your child or young person's needs, they should **plan** how to support the child or young person.



If a child or young person does need SEN support, the class teacher and SENCo should draw up a SEN support plan involving you and your child or young person.

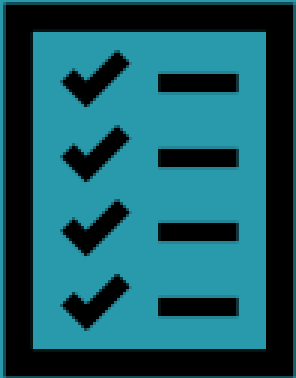
The plan should focus on the outcomes the child or young person needs and wants to achieve and explain how the school or setting will help them to achieve these.

The format of SEN support plans can vary between schools, but there is some general information that SEN support plans are expected to have.

They should record: -

- the **adjustments, interventions** and **support** to be put in place
- the **expected impact** on progress, development or behaviour and a
- date for **review**.

Step 3. Do



Teaching staff work with the child or young person, putting in place the agreed provision or interventions. These might be: -

- Changes to the curriculum
- Special equipment or teaching materials
- The use of additional information technology
- Small group work
- Support in the classroom
- Mentoring
- A base to work in or have quiet time.

Step 4. Review



The school or setting should review your child's progress with you and your child at least once a term to look at what difference the help they've been given has made.

- Has progress been made or outcomes been achieved?
- What is the evidence?
- Have needs changed?
- Next steps or any changes to provision.

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Involving specialists



Schools can provide help using their own resources but may also seek further advice and support from external resources, especially where a pupil continues to make less than expected progress.

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. The pupil's parents should always be involved in any decision to involve specialists.

The Code (6.57 - 6.59).

What are specialist services?



These include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Teachers with qualification/expertise in hearing and vision impairment.
- Therapists (including Speech and Language Therapists, Occupational Therapists and Physiotherapists)

What can I do if I am concerned about my child?



- Ask to meet with class teacher
- Gather evidence about your child's difficulties. What happens at home? Create a one-page profile for your child.
- Ask to see your child's records – up to date support plan, provision map, monitoring or progress records
- Make sure that your child's needs, provision etc are documented
- Look at the school's policies on SEN, equality and behaviour to see how support is provided
- Share information with school if it will help e.g. a recent diagnosis
- If your concerns are not taken seriously, consider making a complaint.
- Contact Sendias Bathnes for more help.

How can I find out more or contact Sendias Bathnes?

You may find the fact sheets and step by step guides on our website helpful:

<https://sendiasbathnes.org.uk/sen-support>

If you cannot find the information you need there, you can get in touch:

Via the contact form on our website:

<https://sendiasbathnes.org.uk/form/get-in-touch>

By email: sendias@bathnes.gov.uk

By phone: 01225 394382 (24 hour answer-machine available).