**Special Educational Needs (SEN) Support**

**in school.**

**Information for parents, carers and their families.**

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| **SEN Support in mainstream schools.**  |

This information is about the support that mainstream schools should provide for children with Special Educational Needs and/or disabilities (SEND).

The SEND Code of Practice says all 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 day to day oversight

of the provision for children and young people with SEN. This

person is usually known as 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.

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| **What is SEN Support?** |

Every child with a special educational need, who requires provision which is

additional to or different from the support generally given to other children of the same age, should have SEN Support.

The purpose of SEN Support is to help children achieve the outcomes or learning objectives set for them by the school. Schools should involve parents and the child in this process.

From September 2015 the terms “School Action” and “School Action Plus” were no longer used. Instead the term “SEN Support” will be used to describe pupils who require additional or different provision.

A child however that has previously been supported at “School Action” or “School Action Plus” will not automatically move across to the new SEN Support category. This would be the case if their needs can be entirely met through what is normally available in their particular setting. This does not necessarily reflect a change of

provision, rather a change of the way provision is now categorised.

Every school must publish annually an SEN information report about the SEN provision the school makes. You can find this on the school’s website within the individual school’s entry or on Knowsley’s Local Offer website. You can also ask your child’s teacher or the school’s Special Educational Needs Co-ordinator (SENCO) for information on the SEN provision made by the school.

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| **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.”

(6.17)

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 SENCO.

If you are not happy about the support your child has you can ask to talk to the SENCO or headteacher.

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| **A Graduated Approach (four part cycle)** |

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.” (6.44)

When your child is identified as having SEN, the school should use a graduated approach based on a four part cycle.

These are:

**ASSESS** - Teaching staff should work with the 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.

**PLAN** - If the school decides that your child needs SEN Support they must tell you. The school 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.

**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.

**REVIEW** -The school should review your child’s progress, and explain what difference the help provided to your child has made. This should be done on or before the date agreed in the plan. You and your child should be involved in the review and in planning the next step.

The SEND Code of Practice says:

“Schools should meet with parents at least three times a year.” (6.65)

Sometimes it helps to involve other professionals in further assessment or to support planning the next steps.

You and the school can look at the Local Offer to see what support is available that could help achieve your child’s outcomes.

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| 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 SENCO

• reading Chapter 6 of the SEN Code of Practice

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Knowsley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide impartial advice, information and support to parents/carers of children with special educational needs and/or a disability.

Their contact details are;

Telephone: 0800-012-9066 and option 2 for Knowsley

Email: liverpoolandknowsleysend@wired.me.uk

Website: <http://www.liverpoolandknowsleysend.com/>