



## Special Educational Needs and Disability Information, Advice and Support Service

# SENDIASS guide to SEN support

### ***The SEND Code of Practice section 6.15 states:***

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

### ***The SEND Code of Practice section 6.2 states:***

Every school is required to identify and address the SEN of the pupils that they support.

## What is SEN support?


All schools carry out regular assessments on children to monitor their academic achievement and plan the curriculum. If they feel your child might have special educational needs which require extra support, they should ask to meet with you to discuss this in more detail.

Alternatively, if you have any worries or concerns about your child's progress at school, we would advise you to ask for a meeting with the school's special educational needs coordinator (SENCO). They are responsible for the day-to-day operation of the school's SEN provision and support. Some schools may call this person the inclusion coordinator (INCO) and colleges may refer to a 'Learning Support Manager'.

### ***The SEND Code of Practice section 6.40 states:***

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

## The graduated approach

The extra support which a school gives to your child is called SEN support and is outlined in a formal written action plan. This process is part of a graduated approach and should be completed before the school consider whether to apply for an education, health and care needs  assessment which may lead to an Education, Health and Care (EHC) Plan being issued. Most children with SEN have their needs met through SEN support.

The steps they need to take are:

- **Assess** – the school should analyse your child’s needs by looking at their attainment and progress in comparison to other children their age.
- **Plan** – they will work out what support your child requires and how to deliver it, for example, a special programme of work, particular equipment or time with a teaching assistant individually or in a small group. The plan should include outcomes, which should be achieved as a result of this support.
- **Do** – the plan is put into action by the school staff supported by the SENCO.
- **Review** – the support is monitored to see how effective it has been and if changes need to be made. This is recorded in the revised plan with dates for the next review.

The school SEN support plan may be called an Additional Needs Plan (ANP), an Individual Learning Plan (ILP) or an Individual Education Plan (IEP), but effectively they all aim to follow this cycle and should be reviewed on a termly basis.

## How is support monitored?

You should be invited to meet with the SENCO at each of these reviews so that you are fully informed of any support that the school is putting in place, and what impact this is having on the progress your child is making.

To help prepare for the meeting we have created the following checklist for you to work through.

### Assess

- What are my child’s main difficulties?
- What do they enjoy doing? (this will help to build on the things they do well)
- Does my child need any further assessments to be carried out by other professionals?
- What are the results of any assessment?

### Plan

- What do I want them to be able to do by the next review meeting?

- What outcomes are we working towards? Outcomes must be 'SMART' - Specific, Measureable, Achievable, Realistic and Time bound

## **Do**

- Who will deliver the support?
- How often will the support be offered and for how long e.g. "30 minutes each day for one term"?
- What will the teacher do to support your child?
- What will support staff have to do to support your child?
- What equipment will they need?
- What can you do at home to continue to support your child?

## **Review**

- When is the next review meeting?
- Will there be any other professionals at the meeting?
- What is the impact of the support? How has this been measured?

You may want to use these notes to help prompt you during the meeting. It can be useful to involve your child and gather their thoughts before the meeting.

If your child is receiving support from Brighton & Hove Inclusion Support Service (BHISS) or Education East Sussex (formerly ISEND), it will be helpful for those professionals to attend the review meetings to discuss your child's progress and to help set new outcomes for the coming term.

## **Who pays for SEN support?**

All schools receive money from the local authority (LA) to provide support for children receiving extra school support. This is called a 'notional SEN budget', and each school will get a different amount of money from the LA depending on the number of children in the school who have SEND.

The government has recommended that schools could spend up to £6,000 worth of special educational provision from this budget to meet some children's special educational needs. However, the money is not ring-fenced, and it is up to the school's discretion as to how the money is spent.

Not all children will need the same amount of money spent on meeting their needs; some will need more and some less. The amount of money should be based on the child's individual needs.

## What kind of SEN support is available in school?

Support can vary from school to school but may include interventions such as:-

- Teaching assistant (TA) support in the lesson to help them understand what is expected of them or to keep them on task
- Withdrawal from class to spend time with a TA in a one to one or small group setting
- An alternative space that your child/young person could use at times when they are at risk of feeling overwhelmed or anxious
- Being allowed to leave a lesson slightly earlier than the other students to avoid the corridor rush between lessons.
- Making resources accessible

## What happens if my child does not make expected progress?

If the school have demonstrated that they have provided a high level of support and your child has not made the progress they expected, then they may have to consider intensifying the level of support or, with your consent, should consider involving specialists.

Where high levels of support are not having sufficient impact, you should consider working with the school to make a request for an education, health and care needs assessment. Please see Amaze's SENDIASS guide to *Requesting an Education Health and Care needs assessment*.

\*\*\*\*\*

Amaze SENDIASS is the Special Educational Needs and Disability Information, Advice and Support service for East Sussex and Brighton & Hove. We offer impartial and confidential support with anything to do with special educational needs and disabilities for 0-25 year olds.

Please contact us on 01273 772289 or by email on [sendiass@amazesussex.org.uk](mailto:sendiass@amazesussex.org.uk) if you would like further advice and support.