



# SEN Support

What support should a child or young person with Special Educational Needs get in an educational setting

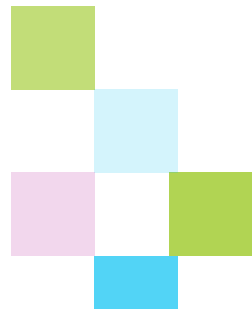
# THE SEND CODE OF PRACTICE SAYS:

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)

## WHAT SHOULD A SETTING DO?

- The Code of Practice says to use their 'best endeavours' to make sure that a child or young person (YP) with Special Educational Needs (SEN) gets the support they need - this means doing everything they can to meet children and YP's SEN
- Ensure that children/YP with SEN engage in the activities of the educational setting alongside pupils who do not have SEN
- Name a teacher to be responsible for coordinating SEN provision—the SEN Co-ordinator (SENCo)
- Tell parents when they are making special educational provision for their child/YP
- Publish a SEN information report and their arrangements for the admission of disabled children
- They may involve specialists at any point to advise them on early identification of SEN and effective support and interventions.



# HOW CAN A SETTING HELP MY CHILD?

Educational settings should be:

- Regularly checking every child/YP's progress
- Identifying child/YP's needs early
- Adapting teaching to meet individual needs

If your child/YP is still not making progress, the setting should decide if they have SEN and need SEN support.

The setting should talk with you and your child/YP about this.



## WHAT IS SEN SUPPORT?

SEN support is a four-stage cycle also called the graduated approach. It is help that is additional to or different from the support generally given to most children/YP of the same age.

The purpose of SEN support is to help children/YP progress.

SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life.

# SEN Support (A graduated approach)

## The four stages

### 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)



### 1. ASSESS

Teaching staff should work with the Special Educational Needs Coordinator (SENCo) to assess your child/YP's needs so that they give the right support. They should involve you in this and seek your child/YP's views.

Sometimes settings will ask for advice from a specialist teacher or a health professional. They should talk to you about this first.

### 2. PLAN

If the setting decides that your child/YP needs SEN support, they must tell you. The setting should agree with you the aims (outcomes) that will be set, what help and support will be given to meet the aims and a date for progress to be reviewed.

### 3. DO

The SENCo will support teachers, teaching assistants (T.A) and specialist staff to put the plan in place.



## THE SEND CODE OF PRACTICE SAYS:

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

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

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment

to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. (6.21)

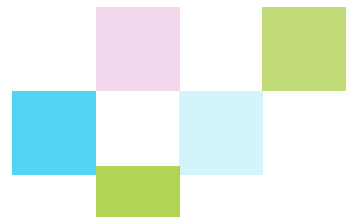
Parents know their children best, and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves. (6.20)

## 4. REVIEW

The setting should review your child/YP's progress and the difference that the help as made to your child/YP. You and your child/YP should be involved in the review and in planning the next step.

If your child/YP has not responded to the help they were given, it should be decided what can be done next. This could be extra or different help. This could involve other professionals from external services, such as educational psychology, or the school-to-school support service.

If your child/YP is still not progressing or the school is putting in far more support than for most children with SEN, the next step is to consider requesting a needs assessment for an Education, Health and Care Plan (EHCP).



Child and young person

Differentiation—the teacher c

Assess SEN—include and

NO

SEN Support

**REVIEW**  
Has progress been made?  
Consider views of all who  
have been involved.  
Change the support if  
needed.

**AS**  
Collecting information  
years/school/parents  
professionals., such  
(ability), behaviour.

Extra or different work, working  
external pro  
Schools should meet at least t  
young

**D**  
Teacher or t  
the delivery of th

Despite several cycles of SEN su

Assessment for an Education Health & Care Plan

Person involved at all stages

Changes how the teacher teaches if the child or young person isn't progressing

Progress less than expected

Take account of the child or young person and/or parents views

YES

## ASSESS

Find out about needs from early years to post 16 provision and record progress, attainment and outcomes. Record the information

Work towards targets, bringing in other professionals.

Work regularly with parents/carers or other people involved in the child or young person

## DO

Teacher responsible for implementing the plan. Teaching

With support, expected progress has not been made

An EHCP should be considered. See our EHCP Booklet

## PLAN

Write a plan of:

- Support
- Expected progress (outcomes)
- Review date

(Information about what is available across Norfolk for children and young people with SEND)

The Local Offer

# EXAMPLES OF SEN SUPPORT

- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child/YP in a small group
- Observing your child/YP in class or at break and keeping records
- Helping your child/YP to take part in class activities
- Making sure your child/YP has understood things by encouraging them to ask questions and getting them to try something they find difficult
- Helping your child/YP to work with other children or play with them at break time
- Supporting your child/YP 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 therapist



If your child/YP has a disability, the educational setting must put things in place so that your child/ YP can access learning and take part in everyday activities—this is called making ‘reasonable adjustments’



# USEFUL INFORMATION



Visit our website to download Chapter 6 of the SEND Code of Practice and our SEN Support resources.



Read the SEN Information report and policies available on your school's website.



Norfolk Local Offer  
[www.norfolk.gov.uk/send](http://www.norfolk.gov.uk/send)  
[send@norfolk.gov.uk](mailto:send@norfolk.gov.uk)



Visit our website or contact us to book a telephone appointment with one of our trained SENDIASS Advisors.







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another format  
please contact us.



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