



**Information for parents/carers about
what to expect when your child/young person
is identified as requiring SEN Support**

Special Educational Needs Support (SEN) Support

What 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 potential
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

(Section 6.1)

SEN Support SEN Support in schools and colleges

This information is about the support that schools and colleges should provide for children or young people with special educational needs (SEN).

The duties on schools and colleges to make SEN provision

The **SEND Code of Practice** says all schools and colleges must:

- Use their best endeavours to make sure that a child or young person with SEN gets the support they need – this means doing everything they can to meet children and young people's needs and ensure that children and young people with SEN engage in the activities of the school or college alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN Coordinator, usually known as the SENCO.
- Inform parents when they are making special educational provision for a child/young person and inform parents and/or carers if they add the child or young person to the school or college SEN register. Schools must also inform parents and/or carers if their child is removed from the school's SEN register.
- Publish a SEN information report and their arrangements for the admission of disabled children or young person, the steps being taken to prevent disabled children or young people from being treated less favourably than others, the facilities provided to enable access to the school or college for disabled children or young people and their accessibility plan showing how they plan to improve access progressively over time.

What is SEN support?

Every child/young person with identified special educational needs should have SEN support. This means help that is additional to or different from the support generally given to other children/young people of the same age.

The purpose of SEN support is to help children/young people achieve the outcomes or learning objectives set for them by the school or college. Schools and colleges should involve parents in this process.

Every school and college must publish a SEN information report about the SEN provision the school or college makes. You can find this on the school or college website. You can also ask your child/young person's teacher/tutor or the school or college's Special Educational Needs Coordinator for information on the SEN provision made by the school or college.

The **SEND Local Offer website** published by **Cumbria County 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 by clicking on the below link;

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/family.page?familychannel=5-1&lboolean=1>

SEN support can take many forms, including:

- A special learning programme for your child/young person
- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child/young person in a small group
- Observing your child/young person in class or at break and keeping records
- Helping your child/young person to take part in the class activities
- Making sure your child/young person has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children/young people work with your child/young person, or play with them at break time
- Supporting your child/young person with physical or personal care, such as eating, getting around school safely, toileting or dressing

Who decides what SEN support my child/young person has?

The **SEND Code of Practice** says:

Class and subject teachers/tutors, 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.

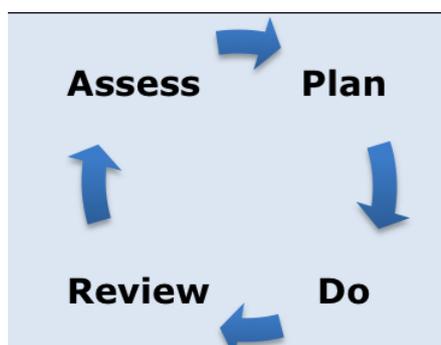
The school or college should then decide if your child/young person needs SEN support. The school should talk to you and your child/young person about this. If a young person is 16 or older the school or college should involve them directly.

A graduated approach

The **SEND Code of Practice** says:

- Where a pupil is identified as having SEN, schools and colleges should take action to remove barriers to learning and put effective special educational provision in place.

When your child is identified as having SEN, the school or college should use a graduated approach based on four steps. These are:



Assess

Teaching staff should work with the Special Educational Needs Coordinator to assess your child/young person's needs, so that they give the right support. They should involve you in this and, where possible, seek your child/young person's views.

The **SEND Code of Practice** says:

Schools and colleges should take seriously any concerns raised by a parent.

Sometimes schools and colleges will seek advice from an educational psychologist, specialist teacher or a health professional. They should talk to you about this first.

Plan

If the school or college decides that your child or young person needs SEN support, it must tell you. The school or college 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/young person's class or subject teacher/tutor is usually responsible for the work that is done with your child/young person and should work closely with any teaching assistants or specialist staff involved. The school or college should tell you who is responsible for the support your child/young person receives.

All those who work with your child/young person should be made aware of:

- Their needs
- The outcomes sought
- The support provided
- Any teaching strategies or approaches that are required.

Review

The school or college should review your child/young person's progress, and the difference that the help your child/young person has been given has made, on the date agreed in the plan. You and your child/young person 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.

Sometimes it helps to involve other professionals in further assessment or to support planning the next steps. If your child/young person has not made reasonable progress it will be important to agree with the school what should happen next.

You and the school can look at Cumbria's **SEND Local Offer website** to see what support is available that could help achieve your child/young person's outcomes.

What should I do if I think my child or young person has a Special Educational Need?

You should discuss any concerns that you have with someone in school or college. This is likely to be your child/young person's class teacher/tutor. It's always a good idea to make an appointment to speak to them. This will ensure that you have the necessary time and will provide you with the opportunity to discuss your concerns privately.

It's important that you explain the reasons for your concerns and ask what will happen next. You may also want to speak to the school or college's special educational needs co-ordinator (SENCO).

Your child/young person's school or college will contact you if they have concerns about your child/young person's progress in any area. The school or college must tell you if they're making special educational provision for your child or young person and should discuss with you what support they will offer and what will happen next.

The school or college may also ask you if an 'early help' assessment has been undertaken or if you agree for one to be started to support the SEN needs. This may have happened already if there are other services working with your family to provide support. If you receive early help support, it's important that the school or college is aware of this so that it can contribute to the early help process.

The school or college may suggest that an early help assessment is completed. This will help to identify any other help that may be available to support your child/young person and/or your family.

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/young person's teacher or the Special Educational Needs Coordinator
- Looking at Cumbria's SEND Local Offer website
- Reading the SEND Code of Practice

You can also get in touch with Cumbria SEND Information, Advice and Support Service (SEND IAS) 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, where/if appropriate

Contact the SEND Team

SEND Team, Cumbria County Council

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