

Parent/Carer Guide to Special Educational Needs (SEN)

Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

What is a learning difficulty or disability?

A child of school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents them from making use of resources of a kind generally provided to other children/pupils of the same age in mainstream schools or mainstream post 16 institutions.

Special educational provision

This is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

SEN support: support ALL pupils can access

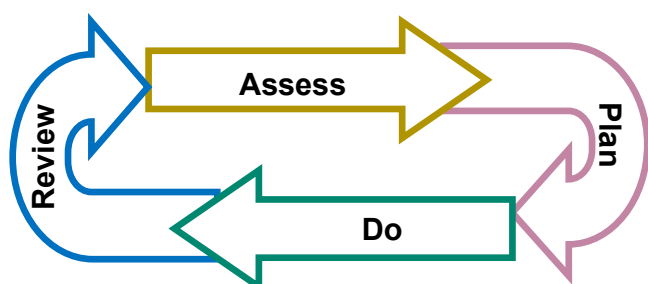
- Sometimes your child may need extra help in class, but this does not necessarily mean they have SEN
- The majority of children identified as having SEN can be supported without the need for an Education Health and Care Plan (EHCP), this is known as SEN support
- Class teachers will regularly check on children's progress and identify any barriers they may have
- Teachers adapt their teaching to meet individual needs if your child is not making expected progress

What to expect from School...

My child finds learning and/or social situations in school difficult. These strategies can help...

These strategies are not helping. Has the graduated response been correctly applied?

The Graduated Response:



The graduated response is a way of repeatedly checking that interventions and support match your child's needs

Writing and reading frames
Support from peers
Responsive teaching
Small group work
A key adult
ELSA
Overlays
Information recorded in different ways

Specific intervention e.g. reading
Task planners
Pen grips
Social stories
Adapted learning tasks
Support from members of staff
A supported area at lunch or break

Information presented in different formats
Retrieval practice
Chunking of information

These strategies may not work straight away. It takes time to learn how to use them successfully.

What the graduated response could look like:

The School **assesses** your child and identifies a need. The school **plans** an intervention to address the need. The school **does** the intervention. The school **reviews** the progress made by your child and the need for more or different support/intervention.

If your child has fully engaged in repeated cycles of intervention and support but not made progress from their starting point, then more specific assessment may be required to establish the nature and level of need. There are four broad areas of need, and the boxes below show some of the ways through which these can be supported.

Social, Emotional and Mental Health	Sensory and Physical	Communication and Interaction	Cognition and Learning
<p>The Boxall Profile Mindfulness Restorative approaches Zones of Regulation Play therapy Wellbeing support GP referral to Point 1 and CAMHS Lego therapy</p>	<p>Sensory equipment/spaces Support from outreach services such as the hearing or visual impairment or physical disability teams GP referrals to physio and occupational therapy Assistive technologies and or equipment</p>	<p>Phonological awareness Vocabulary games Repeat instructions Teach listening skills Visual timetables Social stories Pre-teaching Colourful semantics Core vocabulary</p>	<p>Differentiation in class Support from adults Multi-sensory teaching strategies Phonics Working memory Motor skills Reasonable adjustments to the classroom Equipment - pencil grips, slopes etc Use of ICT</p>

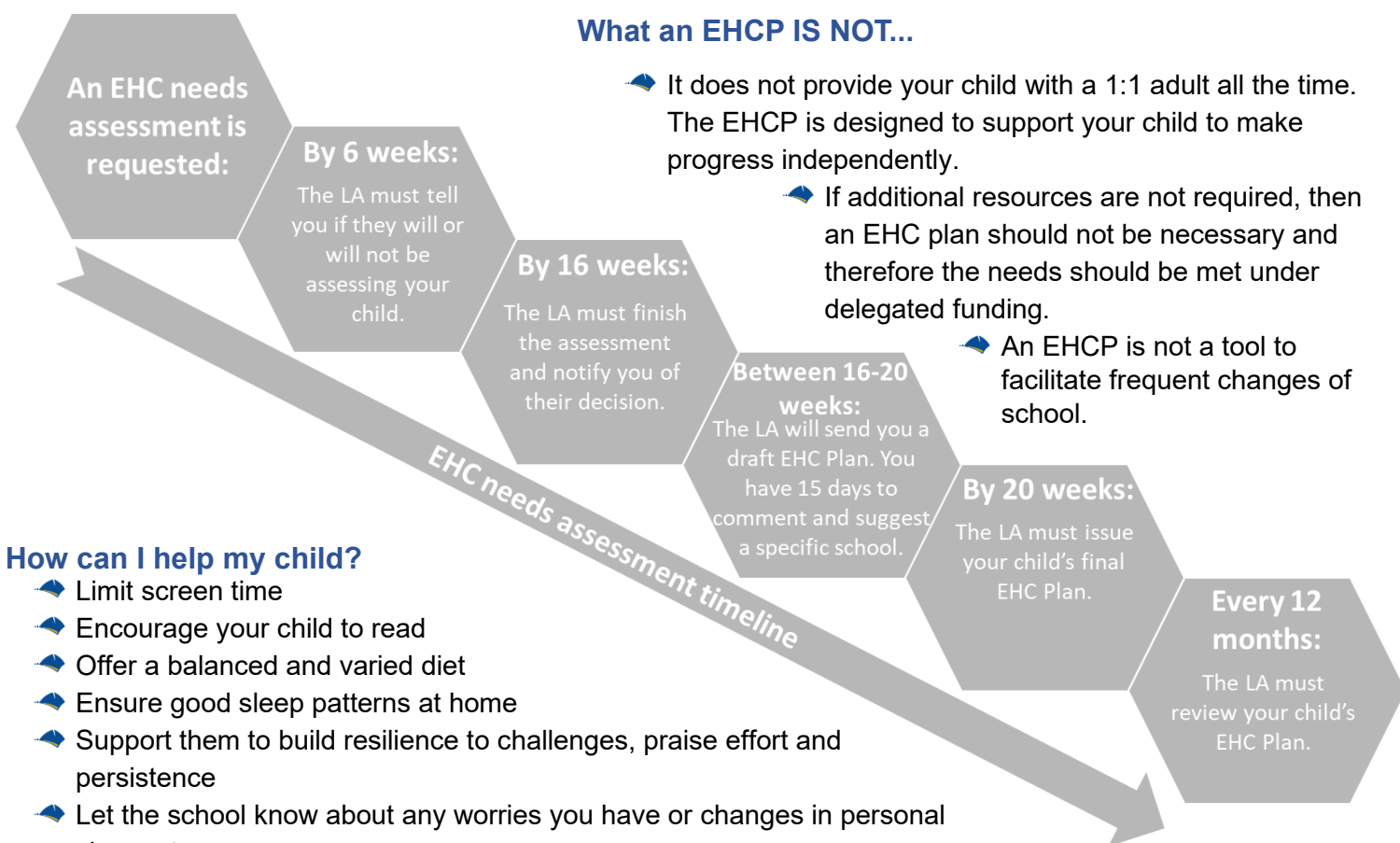
Schools do not 'fit' a pupil into a category, but rather provide support based on their level of need. The majority of children identified as having SEN can be supported at SEN support level.

What is an EHCP ?

An Education, Health and Care plan (EHC plan or an EHCP) is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve.

What an EHCP IS NOT...

- It does not provide your child with a 1:1 adult all the time. The EHCP is designed to support your child to make progress independently.
- If additional resources are not required, then an EHC plan should not be necessary and therefore the needs should be met under delegated funding.
- An EHCP is not a tool to facilitate frequent changes of school.



How can I help my child?

- Limit screen time
- Encourage your child to read
- Offer a balanced and varied diet
- Ensure good sleep patterns at home
- Support them to build resilience to challenges, praise effort and persistence
- Let the school know about any worries you have or changes in personal circumstances
- Attend meetings – parents evening, phonics, transitions and SEN – We achieve the best results if we work together!