

## 2. What are the different types of support available for children with SEND?

From 1 September 2014 there were changes to the way children and young people with special educational needs and disabilities (SEND) are supported. Most children and young people with special educational needs (SEN) or a disability will attend mainstream schools.

Guidance to schools on their legal duties is contained in section 6 of the new *Special educational needs and disability code of practice: 0-25 years*.

The Code says that 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. (SEND Code of Practice section 6.2)*

In mainstream schools, a single category called SEN support has replaced School Action and School Action Plus as of 1 September 2014.

Schools must identify pupils who have SEN and need extra help through **SEN support**.

SEN support can take many forms, including:

- a special learning programme for your child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children work with your child, or play with them at break time
- supporting your child with physical or personal care, such as eating, getting around school safely, toileting or dressing.

**a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).**

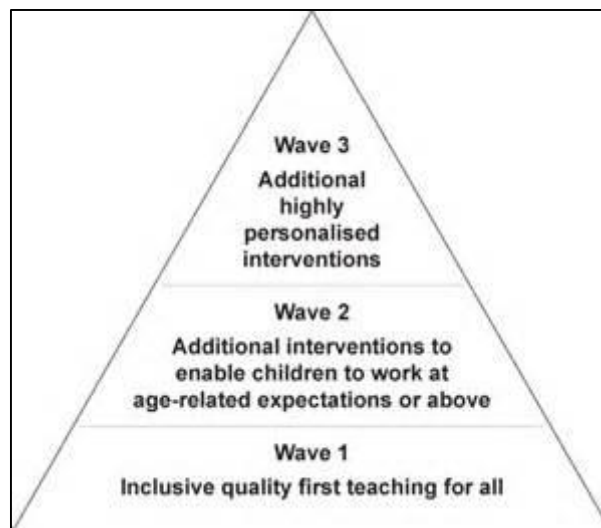
For your child this would mean:

- that the teacher has the highest possible expectations for your child and all pupils in their class.
- that all teaching is built on what your child already knows, can do and can understand.
- resources are multi-sensory and personalised
- that different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- that specific strategies (which may be suggested by the Inclusion Leader) are in place to support your child to learn.
- your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/ learning and needs some extra support to help them make the best possible progress. If once, strategies delivered through first class teaching have been unsuccessful over time, the Class Teacher will liaise with the Inclusion Leader for advice.

### **Specific differentiated group work**

Key measured waves 1-3 interventions may be run such as catch up maths schemes, additional handwriting, grammar support, reading comprehension activities, sensory experiences etc

- in the classroom environment or in the Intervention Room.
- by a teacher or a SEND teaching assistant (TA) in small group formats.



**b) Specialist groups run by outside agencies and professionals, e.g. Speech and Language therapy**

This means a pupil has been identified by their Class teacher who has then liaised with the Inclusion Leader as the child needs some extra specialist support in school from a professional outside the school.

This may be from Local Authority central services, such as the Hearing Impaired Team, Student Services Team, Sensory Communication Team or Education Psychology Team.

Other outside agencies such as Chums, social and emotional wellbeing service may also be applied for.

### **The Process**

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given future targeted support. This will be written in the form of a report with a summary of observations and strategies or recommendations to follow.

### **c) Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This kind of support is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching that is above twelve hours of support given by the school through SEN support.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

### **For your child this would mean:**

The school (or you personally) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether

they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's specific learning needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place.

It will also provide long - and short-term goals for your child.

An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child based on the needs identified.

More detailed information on the statutory assessment process can be found here:-

[http://www.bedford.gov.uk/pdf/AS013\\_15\\_A5\\_SEND\\_Leaflet\\_6\\_PRESS.pdf](http://www.bedford.gov.uk/pdf/AS013_15_A5_SEND_Leaflet_6_PRESS.pdf)