



## Information Advice and Support

# SEN Support

This leaflet explains about SEN Support in  
Mainstream Education Settings.



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The SEND Code of Practice January 2015 (6.1) states:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- 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

The SEND Code of Practice January 2015 (6.2) states that all schools must:

Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), **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
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision - the SEN Coordinator, or SENCO
- inform parents when they are making special educational provision for a child
- prepare a SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

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.

## SEN Support in College

Where a student has a learning difficulty or disability that calls for special educational provision, the college **must** use its best endeavours to put appropriate support in place. Young people should be supported to participate in discussions about their aspirations, their needs, and the support that they think will help them best. Support should be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community.

Support should be evidence based and the college should keep the needs of students with SEN or disabilities under regular review and also involve the student and, particularly for those aged 16 to 18, their parents.

The college should discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support. Plans should be developed with the student and the support and intervention provided should be selected to meet the student's aspirations.

Special educational support might include, for example:

- assistive technology
- personal care (or access to it)
- specialist tuition
- note takers
- interpreters
- one-to-one and small group learning support
- habilitation/independent living training
- accessible information such as symbol based materials
- access to therapies (for example, speech and language therapy)

The college and the student together should plan any changes in support. Colleges should refine and revise their decisions about support as they learn more about the student, and what is most effective in helping them secure good outcomes.

Support for all students with SEN should be kept under review.

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

SEN Support can be offered in various ways:

- a special learning programme
- extra help from a teacher or assistant
- to work in a smaller group
- observation in class or at break
- help taking part in class activities
- extra encouragement in their learning, e.g. to ask questions or to try something they find difficult
- help communicating with other children
- support with physical or personal care difficulties, e.g. eating, getting around school safely or using the toilet

### Who decides what SEN Support my child receives?

Class and subject teachers, 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. (CoP 2015 6.17)

For some children, SEN can be identified at an early age. In particular, 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.

## SEN Support in the Early Years

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life (Chapter 8, Preparing for adulthood from the earliest years).

Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs.

Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school **must** inform the parents. All settings should adopt a graduated approach with four stages of action: Assess, Plan, Do and Review (as shown below).

## SEN Support in Schools

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. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.



## Assess

The Class or subject teacher, working with the SENCO, should carry out an assessment of the pupil's needs to enable the child to receive the right support.

Schools should take seriously any concerns raised by a parent. (CoP 2015 6.45)

## Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil a clear date for review.

## Do

The class or subject teacher will remain responsible for working with the child on a daily basis. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions

## Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

Where a pupil is receiving SEN support, schools should talk to parents regularly and meet with parents at least three times each year. (CoP 6.65)