

Wolverhampton Information, Advice and Support Service

Parent/Carer Workshop

30th June 2017

'Support for children and young
people in education'



Elaine Westwood

What does SEN mean?

The term special educational needs is described in law in the
Children and Families Act 2014 as:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her

2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made)

4. A child or young person **does not** have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home

What does disability mean?

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as:

'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.'

This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The SEND Code of Practice

The SEND Code of Practice provides statutory guidance for organisations (this includes schools and settings) working with and supporting children and young people with special educational needs and disabilities.

The SEND Code of Practice is underpinned by Part 3 of the Children and Families ACT 2014



19 **Local authority functions: supporting and involving children and young people**

In exercising a function under this Part in the case of a child or young person, a local authority in England must have regard to the following matters in particular –

- (a) the views, wishes and feelings of the child and his or her parent, or the young person;
- (b) the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned;
- (c) the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions;
- (d) the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.

A range of needs

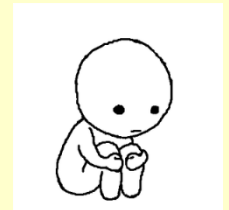
Communication and Interaction



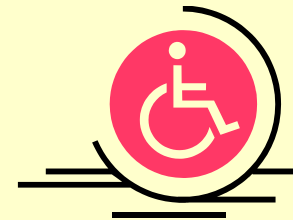
Cognition and Learning



Social, emotional and mental health difficulties



Sensory and/or physical needs



Getting support in place

SEN support should be considered in schools for pupils who continue to make less than expected progress

It is a **graduated approach** to identifying needs, and providing support which will involve conversations with school/setting, parents/carers, children and young people.

This **graduated approach** within SEN support is known as

Assess, Plan, Do, Review.

Getting support in place

Every School is required to identify and address the SEN of the pupils that they support. Mainstream schools, which includes maintained schools and academies that are not special schools, maintained nursery schools, 16-19 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

SEND Code of Practice 6.2

FE colleges and sixth form colleges have a similar duty

The role of the SENCo

Schools and early years settings must have a SENCo who is responsible for arranging and co-ordinating extra help for those with SEN.

The SENCo works with the class and subject teachers to plan and deliver support. The SENCo must be a qualified teacher working at the school. The SENCo has an important role to play with the head teacher and governing body to develop the SEN policy and has day to day responsibility for the co-ordination of SEN provision.

The SENCo provides professional guidance to colleagues and other professionals and works closely with staff, parents and carers and other services. The SENCo ensures children and young people are at the centre of the SEN support process.

SEN support may include...

a special learning programme

extra help from a teacher or a learning support assistant

making or changing materials and equipment

supporting in a small group

observations in class or at break and keeping records

supporting participation in the class activities

ensuring understanding by encouragement to ask questions and to try things that are difficult

supporting and encouraging social skills and friendships

supporting with physical or personal care, such as eating, getting around safely, toileting or dressing

advice and /or extra help from specialists such as specialist teachers, educational psychologists and therapists



SEN support may include...

assistive technology
access to personal care
specialist tuition
note takers
interpreters
1:1 and small group learning support
habilitation and independent living training
accessible information such as symbol based materials
access to therapies for example speech and language therapy



Specialist Support

An Educational Psychologist

A specialist learning support teacher

An Occupational Therapist

Staff from the Sensory Inclusion Service (SIS)

A member of the Special Needs Early Years Service

A Speech and Language Therapist

A Physiotherapist

Other medical professionals

Social care workers

Staff from one of Wolverhampton's Outreach Services

Support for pupils with medical conditions

Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions.

Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

The Equality Act 2010

Many children and young people with a medical condition and/or special educational needs will be protected by the legislation that defines disability under the Equality Act 2010.



This means that they have a right not to be discriminated against. Schools and other education providers have a legal duty to make reasonable adjustments to their policies and their premises and to provide auxiliary aids and services to avoid children and young people with disabilities being placed at a substantial disadvantage.

The law prohibits treating a person less favourably because of a reason connected to their disability. This applies to all aspects of school, nursery or college life, including extra-curricular activities and trips.

Support with Exams

Access Arrangements

Access Arrangements may allow children and young people with special educational needs and/or disabilities to access support during tests, assessments and examinations. This support may include a reader, scribe, or papers and questions in appropriate formats. In some instances extra time may be allocated or supervised rest breaks. This support may be arranged internally but some access arrangements require an application to be made in advance with supporting evidence.

Funding for Support

All mainstream schools receive money for special educational needs support and resources. Schools can decide how to spend this money. This is called "delegated" funding because it is given (delegated) to schools by local authorities or the Education Funding Agency from money they receive from central government.

The SEN part of the school's income is sometimes called the "notional" SEN budget because **it is not based on the school's actual numbers of pupils with special needs, but on a formula.**

Next steps - What can I do?

Speak to your child's school or setting.

Schools and settings have a duty to inform you of any special help your child is receiving and should plan this support with you. You should also have copies of any paperwork relating to your child's special educational needs.

Find out the following:

What sort of difficulties your child is experiencing in school

What concerns school has about your child and/or if your concerns are shared

How you can help at home


What additional help your child is getting in school

If your child is making adequate progress


What the next steps are

Next steps - What can I do?


If your child is not making progress despite support then you may wish to consider an Education, Health and Care Needs assessment.




**Wolverhampton
Information, Advice
and Support Service**
'for special educational needs and disability'



**Education,
Health
and
Care
Plans**



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Questions and feedback



Thank you

Future Event

The key to positive communication

Find out how a strong positive relationship allows you,
your child and school staff to work together
to support learning and success

Monday 25th September 2017

12.30-14.30