

Gateshead

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SEND Support Guidance:

An Information Leaflet for Parents and Carers

What is the SEND Code of Practice?

The SEND Code of Practice is a national document which all schools must refer to when making decisions relating to pupils with Special Educational Needs (SEN) or disabilities. This helps to ensure that children have access to a similar system of support, whichever school they attend.

What are Special Educational Needs?

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning in order to ensure that they make progress.

The Code of Practice says:

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

A child of school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of the same age in local schools, or
- 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.

There are four broad areas of SEN need. These are:

**Communication and Interaction
(including Autism)**

Cognition and Learning

Social, Emotional and Mental health

Sensory and/ or Physical needs

These difficulties can be barriers to learning and a child may have needs that fall into one or more of these categories. Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN Support
- An EHC (Education, Health and Care) Plan

What schools should be doing at SEN Support:

- Offering Inclusive Quality Teaching: Support is offered in a graduated approach, taking the form of a four-part cycle Assess, Plan, Do, Review. Teaching should be differentiated for individual pupils. All children develop and learn in

different ways and their needs may change over time. Teachers recognise this and use different resources, teaching styles, alter the classroom environment and plan different levels of work in the classroom.

- Implementing the SEND Guidance document <https://gateshead-localoffer.org/wp-content/uploads/2021/01/SEND-Support-and-Guidance-Document-2021.pdf>
- If, following appropriate teacher assessments and support, a child does not make satisfactory progress the class teacher will ask the SENDCO (Special Educational Needs Co-ordinator) to carry out assessments and observations and suggest additional ways to support the child.

Many children (Wave 2) may receive help and support in class through work, which matches the way they learn and/or short term 'interventions'.

Some children (Wave 3) will have extra help, on a longer-term basis, from members of school staff in order to accelerate progress and ensure they achieve the targets set. They will be placed on the school's SEND support register and targets will be set, monitored and reviewed as part of a Year group provision map. Parents WILL always be informed and have a discussion with the SENDCO prior to their child being placed on the SEND Support register.

A few children (still Wave 3) may benefit from support and advice from other sources and specialists. They will have an individual targeted support plan.

A very small number of children (Wave 4) will have exceptional long term and complex needs and will require an EHC plan.

What is SEN support?

If your child is identified with a special need, they will be placed on the school's SEN support register. Before this happens, parents /carers will be invited to a meeting with the class teacher and SENDCO where your child's areas of strengths, needs and proposed targets and support will be discussed.

The school will look at the individual child's barriers to learning and put the appropriate provision in place to remove those barriers.

SEN support might include:

- extra support in the classroom
- adapting and Utilising different teaching styles and resources

- adapting the school environment
- small group or one-to-one learning
- support from specialists

Progress towards the targets set are monitored closely and should be discussed with you on a regular basis.

Who may become involved with my child from outside the school?

Experts from outside agencies may be asked to assess your child's needs if, despite the support put into place, their progress is slow and they continue to have difficulties. These assessments are generally focused on giving the school and parents additional advice on the best way to support the child, rather than on giving a 'diagnosis'. The SENDCO will ask for your permission to seek additional advice from outside specialists such as health professionals, specialist teachers or an educational psychologist who would:

- carry out further assessment of your child's needs
- observe your child
- provide advice to the school on how best to support your child
- suggest resources that would help your child to make progress

Does the school get individual funding for my child's SEN needs?

Part of the school's budget is for supporting pupils with special educational needs and disabilities. The amount each school receives is based on the number and age of pupils attending; this is known as 'per pupil entitlement.' An additional Notional SEND budget provides funding to offer extra support to pupils with additional needs, including those with SEND. The value of funding each school receives varies and is informed by a set of government indicators.

A child with an EHC plan is allocated a set amount of 'top up funding' and this is used to provide the provision outlined in their individual plan.

What are EHC plans?

If your child's needs are very complex and long-term the school may ask the Local Education Authority (LEA), in collaboration with you as the parent or carer, to carry out an education, health and care

needs assessment. This is only appropriate for a small number of pupils.

Schools can make this request when they have undertaken a number of cycles of support and can demonstrate that they need more than £6000 to support the child's needs.

Parents can also make their own request for an assessment directly to the LEA. Gateshead's SEND team and Gateshead SENDIASS will be able to guide you through the process, should this be necessary.

If the LEA agrees that an assessment needs to take place, it should be completed within 20 weeks from when it was requested. This assessment could lead to your child getting an Education, Health and Care (EHC) plan.

This EHC plan brings all of your child's education, health and social care needs into one legal document.

A child with an EHC plan will have an annual review at least every 12 months. Where a child is not reaching set targets or there are concerns with the progress against the EHC targets, an early review will be held.

Who do I talk to?

We always recommend that you speak to your child's class teacher first. This is because they know your child almost as well as you! Or ask to speak to the school SENDCO. You can also look at the school's SEN Policy, which is usually on the school website.

External links

The Government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this leaflet:

- SEND Code of Practice: 0 to 25 years, GOV.UK – DfE https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- SEND: a guide for parents and carers, GOV.UK – DfE, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf
- IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities: <https://www.ipsea.org.uk/home>

