

The Parent and Carer's Useful Guide for Children who need extra help in school



Special Educational Needs and Disabilities (SEN/D)
Useful Information Guide

Co-written for Parents/Carers by Parents/Carers
and SENCOs

Special Educational Needs and Disabilities (SEN/D) Useful Information Guide

The SEN/D Code of Practice (2015)

The SEN/D Code of Practice (2015) is guidance which also details the legal duties for schools. It was published in 2015 and covers from age 0 to 25 years.

In the Code of Practice, the law was changed regarding the way children with **Special Educational Needs** and/or **Disabilities (SEN/D)** are supported in mainstream schools.

As this change was some time ago, these changes are now part of schools day-to-day practice.

One of the changes you need to be aware about is that schools must identify their pupils who have SEN/D and need extra help in school. Schools need to let you know your child is identified as 'SEN with Support' and must give your child what they require to support them.

Definition of SEN/D

Schools use the following definition to identify children as 'SEN with Support':

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

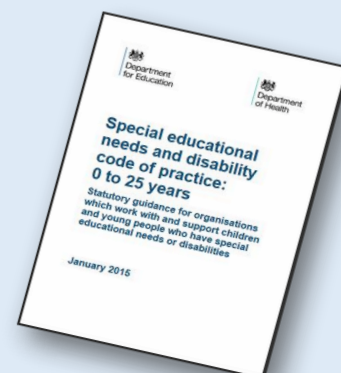
- i) *"Have a significantly greater difficulty in learning than the majority of others of the same age"; or*
- ii) *"Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions".*

SEN/D Code of Practice (DfE, 2015: 16)

SEN/D Areas of Need

There are 4 different areas of need in the SEN/D Code of Practice (2015).

Your child's needs will be identified into one or more of these categories. The examples listed are just a small selection of difficulties in each area.



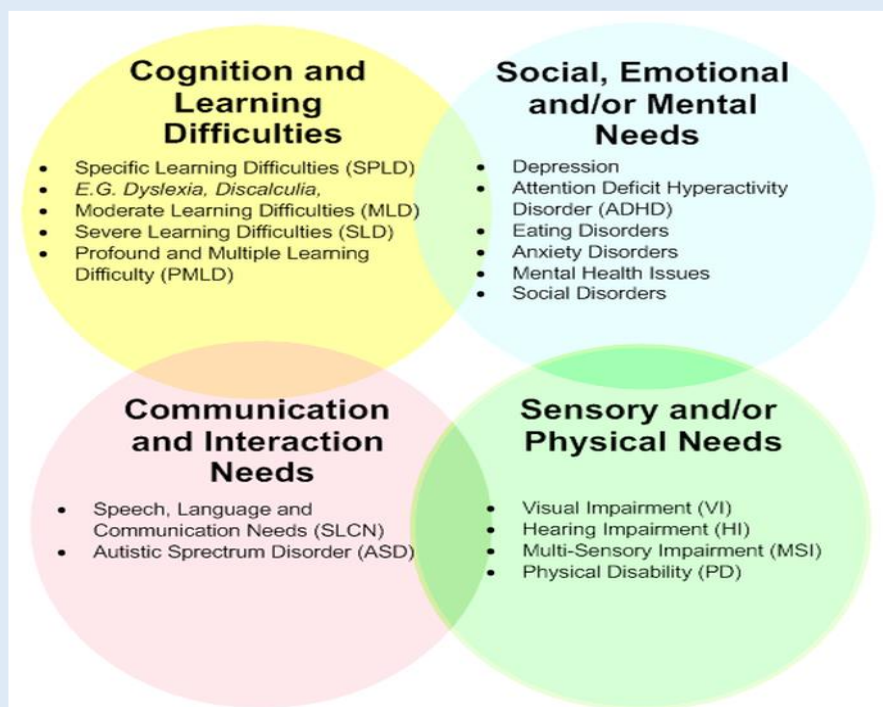
SEN with Support Register

Schools must tell parents/carers they are making any special educational provision for their child.

The school will record the details of this provision and update this regularly.

Your child will normally have targets which they are working towards.

You will be told what these are by the class teacher.



Inclusion Leader or Special Educational Needs Co-ordinator (SENCO)

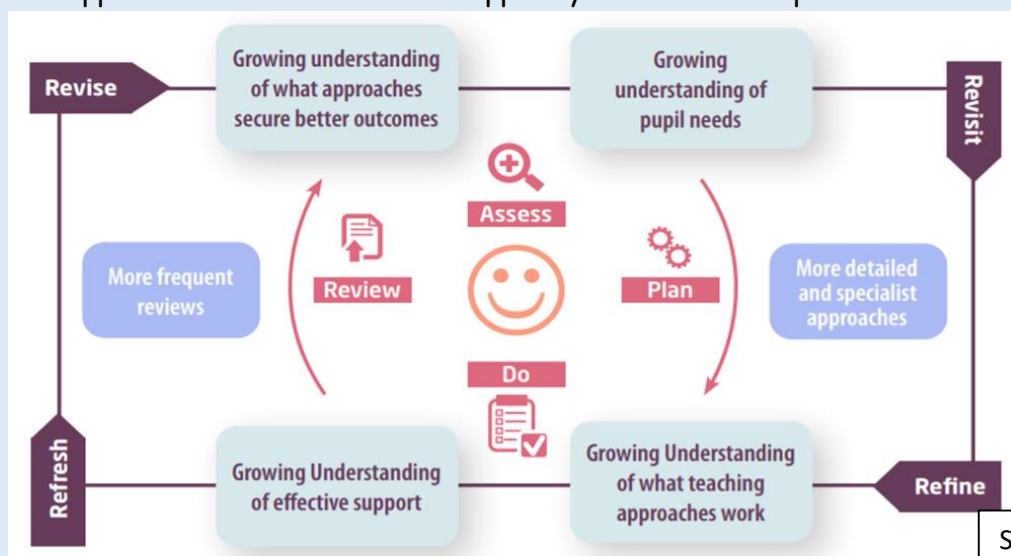
Schools must have a Special Educational Needs Co-ordinator (SENCO) who is responsible for arranging and coordinating additional support for pupils with special educational needs and/or disabilities. At Bridge our Inclusion Leader is **Mrs Carla Long**. Mrs Long works closely with class teachers to advise, plan and deliver support that is required. She will also liaise with outside agencies.

Schools must also have a SEN/D Policy, which alongside other statutory policies, must be made easily available to parents. Bridge and Patricxbourne's SEN/D Policy is available on our school website under 'Inclusion' or a paper copy is available from the school office upon request.

The Four Part Cycle or Graduated Approach

The SEN/D Code of Practice (2015) says that schools should use a four-part cycle; Assess, Plan, Do, Review.

This graduated approach enables schools to support your child with special educational needs.



Special Educational Needs

If a teacher is concerned that your child has special educational needs, the recommended graduated approach is for the class teacher to first:

- Assess and identify their needs (Assess)
- Plan to address these identified needs using alternative strategies, personalised targets and additional monitoring (Plan)
- Discuss their concerns and additional support with you as parents/carers
- Put support in place for these identified needs (Do)
- Review this support with you as parents/carers (Review)
- Discuss support with the SENCO as often as required throughout this process.

Reviewing your child's Support

Once additional support is set up for your child, the class teacher, with support from the Inclusion Leader/SENCO, will continue to put in place, monitor and evaluate the extra support your child needs, in order to make progress.

They will regularly check how well the support is working, so it can be changed or added to when needed, to support your child in the best possible way.

Your child's SEN support is reviewed three times during an academic year, but if you have concerns, then you should speak to the class teacher as soon as possible.

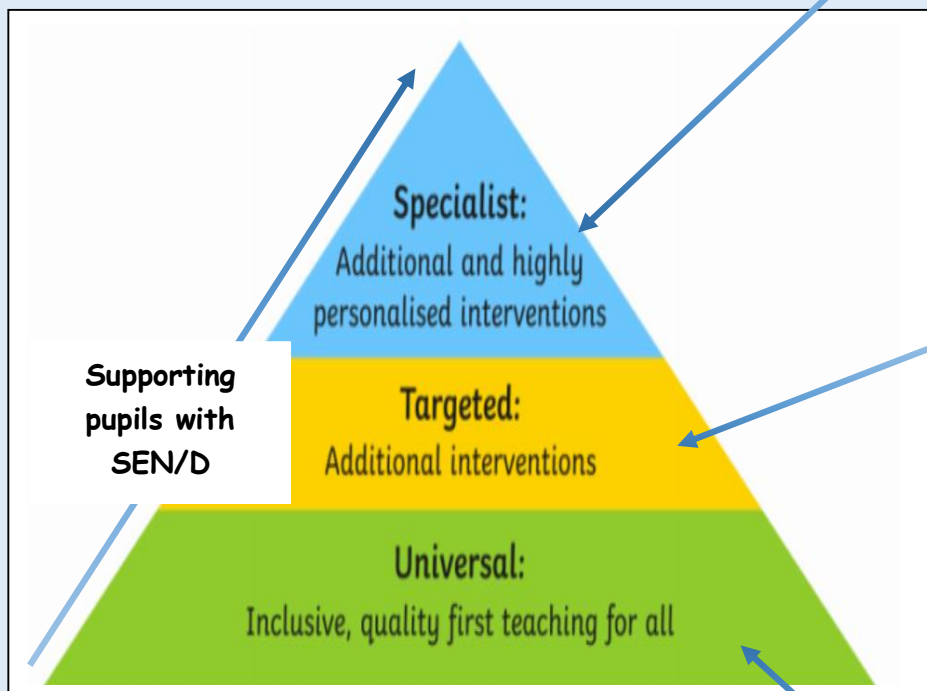
School Provision for children on SEN with Support



At Bridge and Patricxbourne we follow the advice in the Kent Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs.

A very small number of more complex children might need more individualised support which is personalised to their specific needs. It is normally in place after advice from outside support.

This might be the Dyscalculia Solutions programme or something similar.



Children identified on 'SEN with Support' would have additional support within class and additional interventions such as spelling, reading or Maths groups. Some children not on 'SEN with Support' may access these additional interventions.

Teachers are encouraged to use strategies that meet the needs of all learners within their class. This is Quality First Teaching.

All children in the school have access to these. These are the first step to providing for children on SEN with Support. Some examples of these strategies might be wobble cushions, task boards, visual timetables, additional thinking time, word mats.

Specialist Support

The school can ask for specialist support services from outside the school to help support your child. These could be Specialist Teachers or Speech and Language Therapists, who will provide further advice and support if necessary.

Questions I might have

What if I have questions about how the school is supporting my child?

If you have concerns regarding your child's progress, it is a good idea to discuss these concerns initially with your child's class teacher.

All teachers at Bridge & Patricxbourne School are teachers of children with special educational needs and/or disabilities and know your child and their specific needs. If required, the class teacher will raise your concerns with our school Inclusion Leader, Mrs Long, or you may arrange an appointment to discuss your concerns further with her via the school office.



Questions to ask your child's class teacher and SENCO?

It is sometimes difficult to know what to ask when you meet with your child's class teacher.

Here are some useful questions to use as a guide:

- Does the school have any concerns about my child's progress or behaviour?
- Is my child on 'SEN with Support'?
- What extra help are they getting?
- How is the school keeping track of my child's progress?
- Would it be useful for my child to be referred to other support services?
- What will the next stage be if my child needs more help?
- How can I work with you to help my child at home?

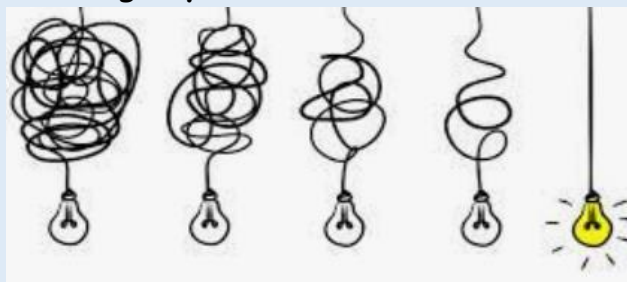
You will still have to face the same challenges and sometimes be assertive.

Remember to **ALWAYS** have a **positive** relationship with the school, class teacher and Inclusion Leader/SENCO. They are there to help your child and a good relationship goes a long way.

Ultimately you will achieve much more **together** than on your own.

Information and Advice

Having a child with special educational needs can feel very isolating and lonely. There is a lot to think about and to get your head around.



You may not know how best to help your child, but your first step is to talk to your child's class teacher.

The school Inclusion Leader/ SENCO is also a good source of advice.

If you feel you need additional outside support, there are lots of different places to go for support.



Place2Be Parenting Smart offers mini bites of information on a variety of difficulties all parents might face from sleeping and eating difficulties to developing gender identity.

Website -

<https://parentingsmart.place2be.org.uk/>

Information Advice and Support Kent (IASK)



The IASK team will support you and can come with you to meetings. They can provide legal information, advice and support on educational matters relating to special educational needs and disabilities, including health and social care.

Website -

<https://www.iask.org.uk/parents-and-carers/>

Email - iask@kent.gov.uk

Telephone Helpline -03000 41 3000

SEND information hub

Kent County Council's Local Offer

The SEN/D Information Hub provides information about support services that are available in the local area across education, health and social care for children and their families. They talk with children, young people and families like you to find out what support and services you need.

Website -

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

There are also a number of charities and organisations that are available to help parents/carers of children with special educational needs and/or disabilities.

The selection is not exhaustive and only includes a small sample of useful sources of information.



The Bedgebury Foundation can offer financial support towards supporting access to additional help for children and young people where funding is a barrier.

Website -

www.bedgeburyfoundation.org.uk

Email -

admin@bedgeburyfoundation.org.uk



'DEKS' is a local charity support group offering a monthly drop-in service for advice. It also loans SEN/D resources.

Website- <https://dyslexia-east-kent.org.uk/>

Email -

dyslexiaeastkent@gmail.com

Telephone - 0845 0038 979



Website - www.bdadyslexia.org.uk



Website - www.autism.org.uk



Contact is a national charity that supports families of disabled children and children with SEN.

Website- www.contact.org.uk

Telephone - 0808 808 3555



Website-

www.childline.org.uk/toolbox/calm-zone



Website -

www.kentresiliencehub.org.uk



Website-

www.dyspraxiafoundation.org.uk



Website-

www.adhdfoundation.org.uk



NELFT process most referrals for Autism and ADHD. Their website has a wealth of supportive information.

Websites- www.nelft.nhs.uk/adhd

www.nelft.nhs.uk/asc



Children's therapies

The Pod, developed by NHS integrated therapies team, provides information and useful resources regarding Occupational Therapy, Physiotherapy, Speech & Language and care co-ordination.

<https://www.kentcht.nhs.uk/childrens-therapies-the-pod/>

