

# sendiass

## NORTH YORKSHIRE

Information,  
Advice & Support  
Programme

SEN Support in Mainstream Schools



[www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)

## SEN Support in Mainstream Schools

---

**This information is about the support that mainstream schools should provide for children with special educational needs (SEN).**

You can access the **SEND Code of Practice** online at [www.gov.uk](http://www.gov.uk) and search 'SEND Code of Practice'.

### **The SEND Code of Practice says:**

All children and young people are entitled to an education that enables them to make progress so that they:

- 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 (6.1)

## The duties on schools to make SEN provision

### **The SEND Code of Practice says all 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.
- 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 co-ordinator, or SENCO.
- Inform parents when they are making special educational provision for a child.
- Publish an 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 (6.2)

## What is SEN Support?

Every child with special educational needs should have SEN support. This means help that is additional to or different from the support generally given to other children of the same age.

The purpose of SEN support is to help children achieve the outcomes or learning objectives set for them by the school. Schools should involve parents in this process.

Every school must publish a SEN information report about the SEN provision the school makes. You can find this on the school's website. You can also ask your child's teacher or the school's Special Educational Needs Coordinator (SENCO) for information on the SEN provision made by the school.

The Local Offer also sets out what support it expects early years settings, schools and colleges to make for all children and young people with SEN or disabilities.

### **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.

## Who decides what SEN my child has?

The school should then decide if your child needs SEN Support and let you know. They should also involve your child in the process and seek their views.

Sometimes you may be the first to be aware that your child has some special educational needs. If you think your child may need SEN support you should talk to your child's teacher or to the Special Educational Needs Coordinator (SENCO).

If you are not happy about the support your child has you can ask to talk to the Special Educational Needs Coordinator (SENCO) or headteacher.

## A Graduated Approach...

### The SEND Code of Practice says:

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. (6.44)

When your child is identified as having SEN, the school should use a graduated approach based on **four steps**. These are:

### 1. Assess

Teaching staff should work with the Special Educational Needs Coordinator to assess your child's needs, so that they give the right support. They should involve you in this and, where possible, seek your child's views. Sometimes schools will seek advice from a specialist teacher or a health professional. They should talk to you about this first.

### 2. Plan

If the school decides that your child needs SEN support it must tell you. The school should talk with you about the outcomes that will be set, what help will be provided and agree a date for progress to be reviewed.

### 3. Do

Your child's class or subject teacher is usually responsible for the work that is done with your child and should work closely with any teaching assistants or specialist staff involved. The school should tell you who is responsible for the support your child receives.

### All those who work with your child should be made aware of:

- Their needs
- The outcomes sought
- The support provided
- Any teaching strategies or approaches that are required (6.49).

## 4. Review

The school should review your child's progress, and the difference that the help your child has been given has made, on the date agreed in the plan. You and your child should be involved in the review and in planning the next step.

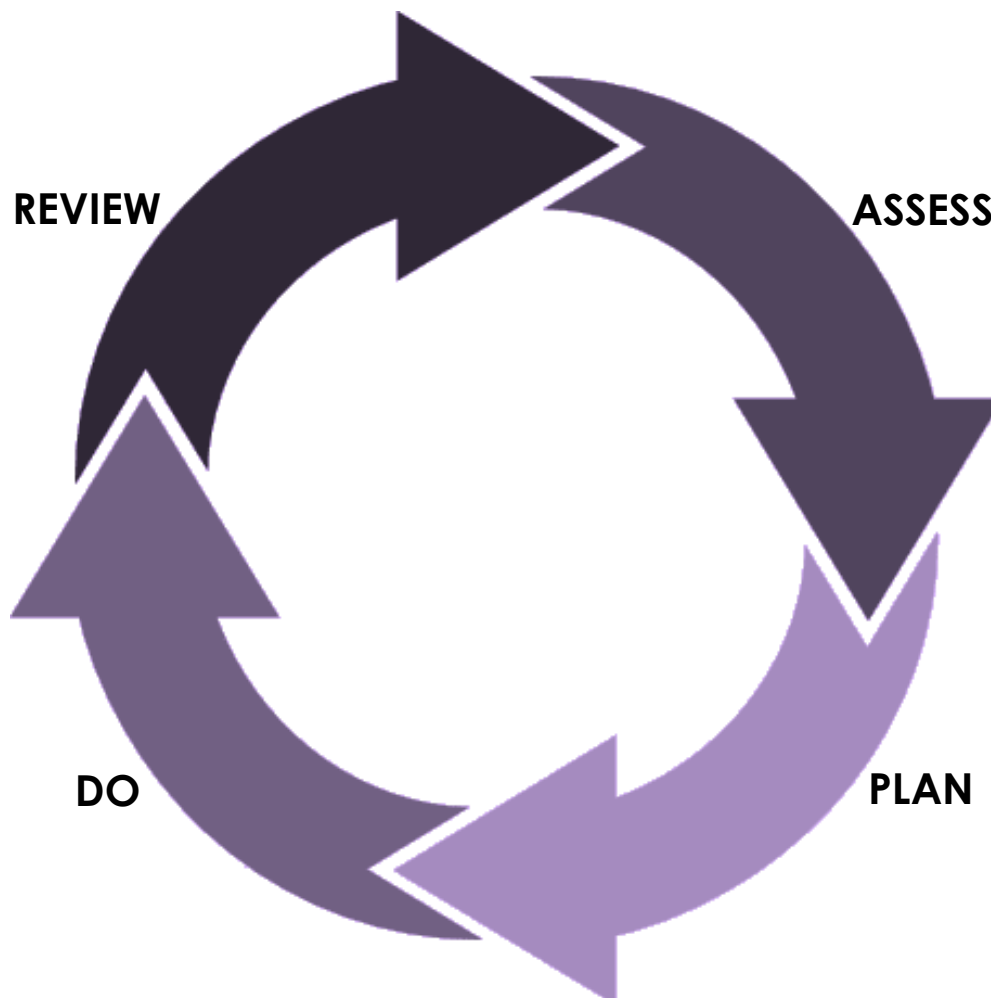
### **The SEND Code of Practice says:**

Schools should meet with parents at least three times a year (6.65)

School should readily share information with you about the progress your child is making and the support that has been provided, this might be discussion notes or sections of a provision map. (See SEND Code of Practice, 6.75)

Sometimes it helps to involve other professionals in further assessment or to support planning the next steps. If your child has not made reasonable progress it will be important to agree with the school what should happen next.

You and the school can look at the Local Offer to see what support is available that could help achieve your child's outcomes.



# Where can I get more Information, Advice and Support?

## Find out more by:

- Looking at the SEN information Report on the school website
- Talking to your child's teacher or the Special Educational Needs Coordinator (SENCO)
- Looking at the North Yorkshire Local Offer includes more information on the local arrangements for EHC needs assessments: [www.northyorks.gov.uk/send-local-offer](http://www.northyorks.gov.uk/send-local-offer)

## SENDIASS can give you:

- Information about **SEN Support**
- Advice about what to do if you are not happy with the support your school is providing
- Information about other organisations, support groups and information services that could help.

## Further Information

View our other information leaflets and resources at:

[www.sendiassnorthyorkshire.co.uk/leaflets](http://www.sendiassnorthyorkshire.co.uk/leaflets)



**Information:** You may find it helpful to look at our other leaflets and information on our website, social media channels and through our workshops and courses. We have some downloadable resources. If you can't find the answers to your questions, you can get in touch by phone, text or email – **you choose** which works best for you.



**Advice:** We provide unbiased information and advice about what the law says, the local authority's policies and procedures, and about the policy and practice in local schools or other settings. We do not take sides or tell you what to do, we will help you get the information you need to make your **own choices**.



**Support:** We can help you by **listening** to your views and concerns, whilst working with you to explore your options. We can help you with preparation for meetings, with letters, forms and reports and support you to have the confidence to **express your views**.

## Useful Links

**Ace Education** (independent advice and information on state education in England).

**Child Law Advice** (education law advice for families)  
[www.childlawadvice.org.uk](http://www.childlawadvice.org.uk)

**Collis Mediation Ltd** (mediation and disagreement resolution service)  
[www.collismediationltd.com](http://www.collismediationltd.com)

**Contact** (for families with disabled children) [www.contact.org.uk](http://www.contact.org.uk)

**Council for Disabled Children** (umbrella body for the disabled children's sector)  
[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

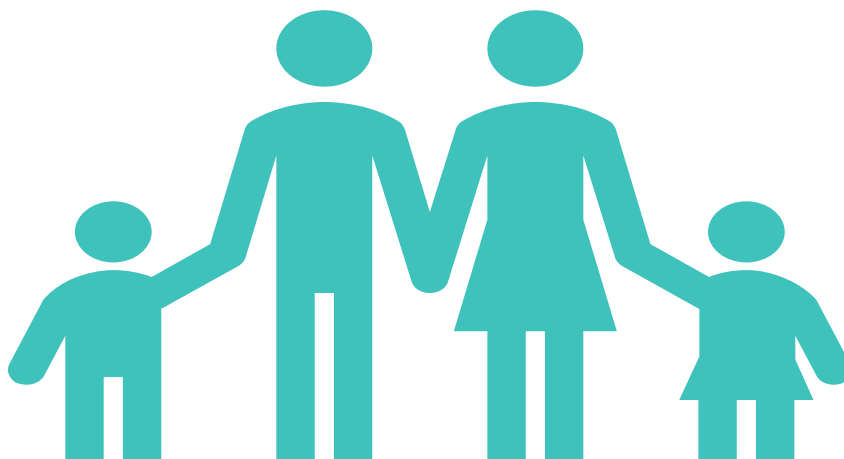
**IASS** (information, advice and support services network)  
[www.cyp.iassnetwork.org.uk](http://www.cyp.iassnetwork.org.uk)

**IPSEA** (national charity providing legally based information advice and support)  
[www.ipsea.org.uk](http://www.ipsea.org.uk)

**Our Website** [www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)

**SEND Code of Practice** (explains the statutory duties of schools and local authorities) [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

**SEND Tribunals Service** (organisation responsible for handling claims)  
[www.justice.gov.uk/tribunals/send](http://www.justice.gov.uk/tribunals/send)



If you would like any further information please see the links below to our website and social media pages.

Alternatively, if you would like some extra support for your child/young person you can call or email our Advice Line service on 01609 536923 or [info@sendiassnorthyorks.org.uk](mailto:info@sendiassnorthyorks.org.uk)

Our Advice Line is open 9:30-1pm Monday to Friday during Term-Time and 9:30-1pm Tuesday and Thursday during School Holidays.



Information



Advice



Support



Education



Rights



EHC Plans



[www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)



[info@sendiassnorthyorks.org](mailto:info@sendiassnorthyorks.org)



01609 536923



@SendiassY



@sendiassnorthyorks