

FAQ'S: What support should school be providing for my child with SEND?

As your child already has identified Special Educational Needs, if you are concerned about the support your child is receiving it is a good idea to **ask to meet with your child's class teacher, form tutor or the pre-school setting leader and the Special Educational Needs Disability Co-ordinator (SENDCO) or Inclusion Manager**. You may already have a review meeting arranged to look at your child's progress and support. If not, you can ask for one to be set up.

You can explain at the meeting why you think your child needs more help, perhaps you feel they are not making progress, falling further behind or just telling you or showing you, they are unhappy at school. You can ask to see evidence of the progress your child is making and talk through any changes to support that would help. Your child may have a **Provision Map or Individual Education/Support Plan** which should be reviewed termly or at least twice a year. You can ask to look at this and see which targets your child has achieved and what support helps them learn.

The amount of support you can expect your child to have depends on whether your child receives support at the level called **SEN Support or has an Education, Health and Care Plan**. Whichever stage your child is at, you can expect them to be given the right level of support to help them learn and make progress.

If your child is not making progress, then perhaps they need more individual support, more targeted support or a different approach to helping them learn.

The school could offer increased support or adapt the ways they are teaching your child. The school should always be able to show you what support your child is getting and how they are monitoring their progress, who else is involved in planning their support, for example, an educational psychologist or speech and language therapist or a teacher from the Inclusive Education Services and how they are following their advice.

If school has not involved any outside agencies and you feel extra support may be required you could **ask the school to make a referral to the Inclusive Education Service**. Specialist teachers would be able to carry out additional assessments and observations to find out why your child may not be making progress or very little progress. **To find out more about this service follow the link:** <https://www.northyorks.gov.uk/sites/default/files/fileroot/Children%20and%20families/SEND%20-%20local%20offer/SEND%20Inclusive%20Education%20Service%201718.pdf>



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