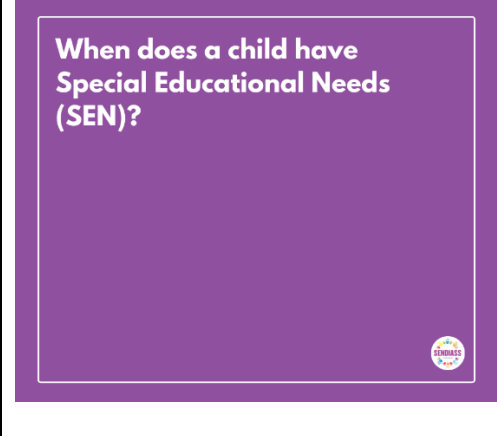
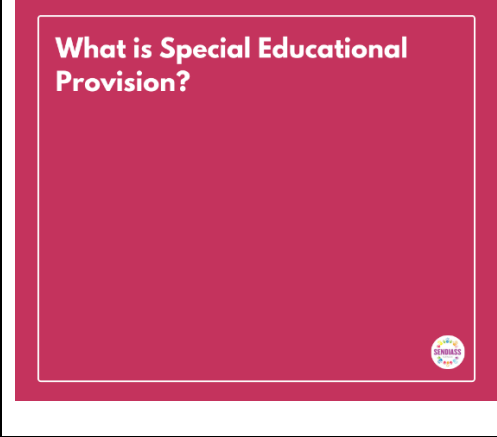
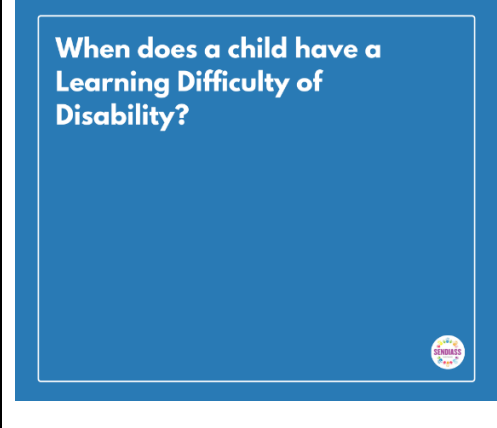



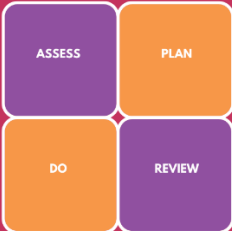





 A yellow slide with a white border. In the top right corner, there is a red speech bubble containing the text "UNDERSTANDING SEN". In the center, the words "SEN SUPPORT" are written in large, bold, orange letters. In the bottom right corner, there is a small circular logo with the text "SEN SUPPORT".	
 A purple slide with a white border. The text "When does a child have Special Educational Needs (SEN)?" is written in white. In the bottom right corner, there is a small circular logo with the text "SEN SUPPORT".	<p>A child or young person has SEN if: - He/she has a learning difficulty or a disability which calls for special educational provision (SEP) to be made for him or her.</p>
 A red slide with a white border. The text "What is Special Educational Provision?" is written in white. In the bottom right corner, there is a small circular logo with the text "SEN SUPPORT".	<p>All pupils, including those with special educational needs and disabilities (SEND), should receive high quality teaching, which uses a range of tasks that meet their needs.</p> <p>If, even with a range of different tasks at their level (differentiation), a pupil with SEND does not make progress, then additional support and planning (which is different from the support normally offered to pupils of the same age in a mainstream school) will be offered.</p> <p>This extra help or support is called SEN support.</p>
 A blue slide with a white border. The text "When does a child have a Learning Difficulty or Disability?" is written in white. In the bottom right corner, there is a small circular logo with the text "SEN SUPPORT".	<p>He or she has a great deal more difficulty in learning than most other pupils or the same age or</p> <p>He or she has a disability which makes it difficult or not possible to use the equipment and spaces which are usually used by other pupils (or the same age), in a mainstream school.</p> <p>Special educational needs do not include needs that arise because of speaking a language other than English.</p>

<p><b>The SEND code of Practice (6.1) says:</b></p> 	<p>‘All children and young people are entitled to an education that enables them to make progress so that they can:</p> <ul style="list-style-type: none"> <li>- Achieve their best</li> <li>- Become confident individuals living fulfilling lives, and</li> <li>- Make a successful transition into adulthood, whether into employment, further or higher education or training’</li> </ul>
<p><b>The SEND Code of Practice (6.17) says:</b></p> 	<p>‘Class and subject teachers, supported by the Senior Leadership Team, should make regular assessment of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.’</p>
<p><b>SEN Support in school</b> (when a decision is made that a pupil does have SEN)</p> 	<p>The school –</p> <ul style="list-style-type: none"> <li>Should record this in the school’s records and</li> <li>Must inform the pupil’s parents that special educational provision is being made. Each school can use its own paperwork but will draw up a SEN Support Plan.</li> </ul> <p>Must provide a yearly report for parents on their child’s progress</p> <p>Should meet with parents at least three times a year</p> <p>Should talk to parents regularly to set clear outcomes and review the progress towards them</p>
<p><b>Graduated Approach</b></p>  	<p>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.</p> <p>This is done by following a graduated approach based on four steps:</p> <p>Assess, Plan, Do, Review – Model</p>

<p><b>Involving Specialists</b></p> 	<p>A school should always involve a specialist when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff.</p> <p>The pupil's parents should always be involved in any decision to involve specialists.</p> <p>(SEND Code of Practice 6.59)</p>
<p><b>What are specialist services?</b></p> 	<p>These include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Educational Psychologists</li> <li>Child and Adolescent Mental health Service (CAMHS)</li> <li>Specialist teachers or support services for hearing and visual impairment, including multi-sensory impairment, or for those with a physical disability</li> <li>Therapists (including speech and language therapists, occupational therapists, and physiotherapists)</li> </ul>
<p><b>The Local Offer</b></p> 	<p>Every local authority must publish a Local Offer. This tells you what support the local authority expects to be available for children and young people with special educational needs and/or disabilities (SEND). Including information on:</p> <ul style="list-style-type: none"> <li>- Special educational, health and social care provision</li> <li>- Opportunities for training and employment</li> <li>- Support for independent living</li> <li>- How provision is funded</li> <li>- Leisure activities and support groups</li> <li>- Arrangements for travel to and from school and other settings</li> </ul>
<p><b>What is an EHC needs assessment?</b></p> 	<p>If your child has not responded to the help they were given, sometimes the next step may be to ask the local authority for an EHC needs assessment.</p> <p>An EHC needs assessment is a detailed look at the special educational needs (SEN) of a child or young person and the support he or she may need to learn and whether this needs to be provided via an Education, health, and Care Plan (EHC Plan).</p>

**When will the local authority carry out an Education Health and Care (EHC) Needs Assessment?**



If your child has or may have special educational needs and it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan the local authority must conduct an EHC needs assessment.

**For more information**

For further help contact our Information, Advice and Support line on 0191 424 6345. Find out more about SEN Support via our website, where you'll also be able to make an online referral if you feel you need more support.

Email [SENDIASS@southtyneside.gov.uk](mailto:SENDIASS@southtyneside.gov.uk)

Website [www.southtynesidesendiass.co.uk](http://www.southtynesidesendiass.co.uk)

Social Media [@STSENDIASS](https://twitter.com/STSENDIASS)

