Supporting children with SEND – Parent Information Sheet

As a group of local schools we work together half termly to support each other and problem solve. We have decided to work together to create an information sheet to support parents, of children with additional needs, in their understanding of SEND in school and the Education, Health and Care Plan (EHCP) process. We are finding more parents are requesting an EHCP in the local area for their child and therefore it is important that parents understand the process schools have to adhere to.

Children with additional needs

Children with additional needs may be given extra support depending on their need. This support could be:

- Speech and language support
- Some small group and 1:1 support
- Learning intervention e.g. 1:1 phonics support, a 1:1 reading intervention
- ELSA
- Nurture
- Physio
- Brain / physical breaks
- Extra support at playtimes

These are called reasonable adjustments and schools are legally bound to make these adjustments as part of their normal practice as stated in The Code Of Practice 2015. School have funding in their budget to provide these reasonable adjustments. If your child has this support in place and they are making progress then schools **do not** need to go forward with an EHCP.
If the support is not working then school might get support from outside agencies to help, e.g. support from the Educational Psychologist, behaviour support from the Clifford Centre, outreach from Forest Park, etc.

Schools have to follow The Graduated Approach with any child suspected of having additional needs. This involves staff using the cycle of 'Assess, Plan, Do and Review.' Many cycles of this have to be evidenced before applying for an EHCP. If a child has not made progress after many cycles of The Graduated Approach, school might decide they need extra funding to meet the child's need and will therefore start the process of applying for an EHCP.

What is an EHCP?

An Education, Health and Care plan (EHC plan) is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve.

Education, Health and Care Plan (EHC plan) information.

- It is evidence based, therefore we can only apply for an **EHCP if there is current evidence that one is needed to support the child making progress. It cannot be applied for if parents/staff are worried they will not cope with the next school year or when moving to junior/secondary school.**
- The school will collect sufficient evidence to support the need for an EHCP and build up a clear picture of that child's needs.
- Parents need to submit information about their child.
- When the school has sufficient evidence, they will submit an EHCP (with parental permission).
- If the assessment is agreed by the SEND team, then an Educational Psychologist will come to observe your child to evidence the need for an EHCP (this is called a K5).
- A draft report will then be compiled via the SEN Hub and a funding band will be issued by the SEND Team. This funding band tells schools how much money they have to support the child's needs.
- This funding does not mean the child will get 1:1 adult support. It might be some 1:1 adult time throughout the day is needed e.g. 1:1 reading intervention or 1:1 support at playtime, but most likely it will be whole class and small group support. This will be down to the school to decide how best to meet the child's needs.

What will the provision look like once my child has got an EHCP?

- Provision will be guided by the EHCP and the outcomes that are set.
- School will then plan and map out provision in school so that progress is being made towards the outcomes.

If my child has an EHCP will they get 1:1 support?

Not usually. An EHCP identifies a child as needing more support than is available through Special Educational Needs (SEN) support. EHCP's set out the additional support to meet those needs. Your child will have specific targets to meet and these will be achieved through a variety of provision in school. This will look different for each child with an EHCP. Children will receive the help and support to meet their targets. They may receive extra adult input and more interventions throughout the day. Some children may require a 1:1 based on safety concerns.

My child has been diagnosed with Autism, do they get an EHCP?

- Not necessarily. If a child's need can be met by making reasonable adjustments within the funding that a school already has, an EHCP will not be applied for. If having autism prevents the child from accessing learning and the environment and therefore impacts academic and social progress, a school might feel they need extra funding to support and will apply for an EHCP. This would be after trying many cycles of The Graduated Approach.

If an outside agency (e.g. CAMHs) say that my child needs an EHCP will they get one?

- No. Whether to apply for an EHCP, is solely the decision of the school in consultation with the parents. An agency can provide evidence towards an EHCP but they are not allowed to tell schools that an EHCP should be applied.

What support is available in school for children with special educational needs?

The school aims to identify pupils with special educational needs as early as possible in order to ensure appropriate support is provided, to enable them to access the full curriculum.

Some children require modified programmes of study to enable them to achieve. These children will be set targets on an individual education plan (IEP) or individual behaviour plan (IBP) and their progress will be closely monitored. The individual plans are always shared with parents.

The school will request advice from external agencies where needed to support pupil's progress. These experts may include the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Advisory teachers, Bi-lingual Support Services, Educational Welfare Officer, Physiotherapists and members of the Health Authority.

All children receive quality first teaching.

· Lessons are adapted to meet the needs of all learners.

· Children with SEND receive support that is specific to their individual need/s.

· The SENCo oversees and monitors all support and progress of children requiring support across the school.

· Teachers understand and plan to overcome barriers for learning.

· A range of resources are available to support children.

· Offer small focused group teaching for children with gaps in their learning (e.g. additional reading support).

· Emotional Literacy Support (ELSA) supports children who need extra support with emotions/behaviour.

· Precision teaching, paired reading.

· Occasionally a child may need more expert support from outside agencies such as The Educational Psychology Service, The Children's Therapy Services or a Paediatrician. A referral will be made with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

If you have any concerns regarding your child's progress, the first step is to arrange a meeting with the class teacher. The class teacher will then meet with the SENDCo to further discuss your child's needs. As a team, it will be decided if additional support is required in a specific area of learning. The SENCo will investigate possible ways in which this support can be given and will arrange a meeting with you to discuss this.

Behaviour at home



We are finding a big increase in parents dealing with challenging behaviour at home e.g. anxiety, anger, hitting etc.

Please come and speak to us about any difficulties you are experiencing at home as we can signpost you to support groups to help you at home.

We do understand that children with needs mask their needs at school by 'holding it together' at school but then releasing their pent up emotions at home. We cannot request an EHCP on behaviour at home, we can only request an EHCP for what we experience in school. However we can try and support in other ways.