

# Special Educational Needs (SEN) Support

- support that mainstream schools should provide for children with SEN

## What is SEN Support?

Every child with identified special educational needs should have support where it is needed. This is likely to mean help that is additional to or different from the support generally given to other children of the same age. Support will initially be given through a setting's own resources. This is called SEN Support.

### The SEND Code of Practice 2015 (6.1) says:

"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- 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"



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 Co-ordinator for this information.

'As well as the SEND Code of Practice 2015, **'Tools For Schools'** (which is a subsite of the Local Offer website published by West Sussex County Council (WSCC)), 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. You can find the links to this and the SEN Support pages of our website at the end of this factsheet.

### 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 Support my child should have?

The SENCo is the person who coordinates all SEN Support the children receive and helps staff to deliver this. Do contact the teacher or the SENCo if you have concerns/questions about your child's support.

### The SEND Code of Practice 2015 (6.17) says:

"class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances."

## The Graduated Approach

The process the school should use to meet these duties is known as the Graduated Approach. This is based on four steps which are:

### ASSESS

Teaching staff should work with the Special Educational Needs Co-ordinator 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.

The SEND Code of Practice 2015 (6.45) says:

"schools should take seriously any concerns raised by a parent. Sometimes schools will seek advice from a specialist teacher or a health professional. They should talk to you about this first."

### 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.

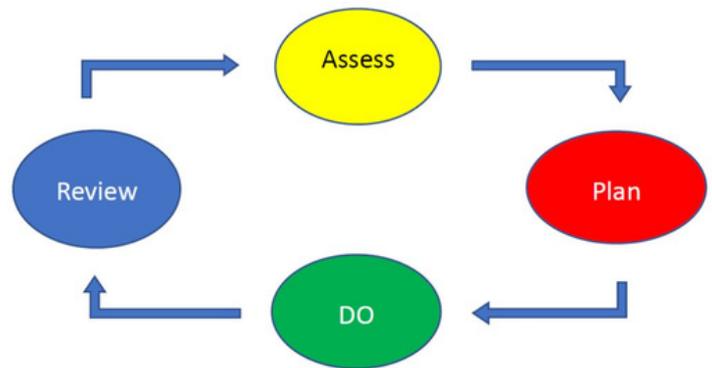
### DO

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 and any teaching strategies or approaches that are required.

### 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.



## For Further Information

SENDIAS 'SEN Support' webpage guide: <https://westsussexsendias.org/sen-support/>

Information on the Graduated Approach on Tools for Schools: <https://schools.local-offer.org/send-toolkit/send/>

Please get in touch if you would prefer hard copies emailed or sent to you.

## Service Statement

The role of the SENDIAS service is to ensure all parents, children and young people have access to impartial information, advice and support so they can make informed decisions related to their situation. Any information that is shared with the service is in confidence unless permission has been obtained to share this with any individuals, services and agencies that may be able to help in the circumstances.

To view our policies, and privacy notice, please go to our website and choose the 'About Us' button, and 'How We Work' from the drop-down list.

## How To Contact Us

**Helpline:** 0330 222 8555

**Email address:**

send.ias@westsussex.gov.uk (parents/professionals)  
cyp.sendias@westsussex.gov.uk (age up to 25 yrs)

**Website:** [www.westsussexsendias.org](http://www.westsussexsendias.org)

**SENDIAS Blog:** <https://westsussexsendias.org/blog>

**Facebook:** <https://www.facebook.com/WSENDIAS>

**Twitter:** <https://twitter.com/wsxiias>

**SEND:** Special Educational Needs and/or Disabilities

To view all SENDIAS factsheets online: <https://bit.ly/3apJBmu>

or scan QR code:

