

## 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.

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 and support agreed.

## 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.

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.



## SEN support in mainstream schools

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



## 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 on their own website. You can also find it on the Local Offer.

You can also ask your child's teacher or the school's Special Educational Needs Co-ordinator (SENCo) for information on the SEN provision made by the school.

The SEN information report sets out what support early years settings, schools and colleges make for all children and young people with SEN or disabilities, 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 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 has?

The school should then decide if your child needs SEN support. The school should talk to you and your child about this. If a young person is 16 or older the school should involve them directly.

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 SENCo. If you are not happy about the support your child has you can ask to talk to the SENCo or headteacher.

You can also find out more contacting the SEND Partnership Service.

## A graduated approach

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

