



Special Educational Needs and Disability

A Guide for Parents and Carers



INDEX

INTRODUCTION	Page 3
SECTION 1 WHAT DOES 'SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES' MEAN?	Page 4
SECTION 2 THE PRINCIPLES OF THE SYSTEM THAT SUPPORTS CHILDREN AND YOUNG PEOPLE WITH SEND	Page 7
SECTION 3 THE LAW AND YOU AND YOUR CHILD'S RIGHTS	Page 8
SECTION 4 WHAT OUR EARLY YEARS SETTINGS, SCHOOLS, COLLEGES AND OTHER EDUCATIONAL PROVIDERS MUST DO TO SUPPORT YOUR CHILD	Page 15
SECTION 5 CHALLENGING OR DISAGREEING WITH DECISIONS	Page 17
SECTION 6 ADDITIONAL INFORMATION: REDCAR & CLEVELAND SEN SERVICE	Page 19
THE ROLE OF THE SENCO	Page 20
TIMESCALES	Page 20



INTRODUCTION

The way children and young people who have special educational needs and/or disabilities are assessed and helped has been changed from 1st September 2014, and this booklet explains:

- what ‘special educational needs and/or disabilities’ (SEND) means;
- the principles of the system that supports children and young people with SEND;
- the law and your and your child’s rights;
- what our early years settings, schools, colleges and other educational providers must do to support you and your child;
- what this Local Authority and other services, such as Health and social care, must do to support you and your child;
- who can help provide you and your child with information and advice.

VISION

“All children and young people in Redcar & Cleveland, including the most vulnerable, will benefit from a culture of high expectations so they can achieve the very best they can from their educational and social experiences to enable them to lead independent and fulfilling lives. They will be supported to unlock their full potential, in a safe and healthy environment, and they and their families will be at the heart of how services are shaped and delivered locally to meet their individual needs.”

PRINCIPLES

To help make this vision happen for children and young people with special educational needs and/or disabilities, the Council and its partners aims to:

- put the child or young person at the very centre of service development and improvement;
- listen and respond to the views of children, young people and their families;
- collaborate with other partners providing support for children and young people to shape and improve joined-up services that are swift, personal and effective;
- narrow the achievement gap between the most vulnerable and the majority;
- embed an inclusive culture in our early years settings, schools, colleges, local authority services, health organisations and voluntary groups that is based on integrity, equality, respect and ambition.



SECTION 1

WHAT DOES 'SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES' MEAN?

The term '*special educational needs/disabilities*' has a legal definition.

Children with special educational needs all have learning difficulties that make it harder for them to learn than most children of the same age, or they may have a disability that means they can't access the type of facilities provided for children or young people in a mainstream school or college, or find it very difficult to access them. They may need extra or different help from that given to other children or young people of the same age.

Many children and young people may have special educational needs of some kind at some time during their education. Education settings and other organisations can help most children and young people overcome the barriers their difficulties present quickly and easily. However, a small number will need extra help for some or all of their time in education.

Children and young people with special educational needs/disabilities may require extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional, social or mental health issues or difficulties with their speech and language or how they relate to and behave with other people.

For example, special educational needs could mean that a child or young person has difficulties with:

- speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively or appropriately with others;
- learning at a slower pace than others, have difficulty in understanding parts of the curriculum, have difficulty in organising themselves or remembering things or a specific difficulty with one particular part of their learning such as literacy or numeracy
- social, emotional and mental health issues which can mean managing relationships with people can be difficult, may be withdrawn or behave in a way that causes problems for themselves and others;
- a physical or sensory needs, such as visual or hearing impairments, or a physical need that means they require extra, ongoing support and equipment.



Description of the main areas of Special Educational Needs

SEN are generally thought of in the following four broad areas of need and support (Chapter 6 SEN Code of Practice):

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



Sensory and/or Physical Needs

Some children and young people require special education provision because they have a disability which prevents or hinders them making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require ongoing support and equipment to access all the opportunities available to their peers.

Do you think your child might have a special educational need or disability?

For most children or young people with special educational needs/disabilities help and support will usually be organised in their local mainstream education provider (nursery, school or college). This is often where SEN is first identified and if this happens, the school or other setting must contact you (or your child directly if they are 16 or over) to discuss what the appropriate support for your child might be. They must also tell you if they are providing any special educational support for your child.

If you think your child might have SEN then you should talk to the education setting – they will discuss with you any worries you might have, what they think and explain to you what the next steps might be. Working together with your child’s teachers will often help to sort out worries and problems. The closer you work with them, the more successful any help for your child can be.

Remember—you know your child better than anyone!

You might like to ask the school or setting if:

- the school thinks your child has difficulties;
- the school thinks your child has special educational needs;
- your child is able to work at the same level as other children of a similar age;
- your child is already getting some extra help; and
- you can help your child.



Other people may be able to offer guidance, support and advice to you:

- the Families Information Service
Tel: 0800 073 8800
E-mail: fis@redcar-cleveland.gov.uk
Website: www.peoplesinfont.net.org.uk
- your doctor or other local child health services
- charities and other advice, guidance and support organisations – these are listed in the Council's 'Local Offer' -
<http://www.peoplesinfont.net.org.uk/kb5/redcar/directory/localoffer.page>

SECTION 2

THE PRINCIPLES OF THE SYSTEM THAT SUPPORTS CHILDREN AND YOUNG PEOPLE WITH SEND

The main principles you need to keep in mind when thinking about your child's needs are:

- all children have the right to an education that enables them to make progress so that they achieve their best, become confident individuals and live fulfilling lives and move successfully towards adulthood, whether that's into work, training or further/higher education;
- all children and young people with SEN should have their needs met, whether they are in early years settings, such as a nursery or child-minder, a school or a college;
- the Local Authority must listen to and have regard for the wishes and feelings of your child and those of your family, must help you and your child to share as fully as possible in decisions that affect you and to offer you and your child support that will help your child do well educationally and prepare for adulthood;
- parents and carers must be given access to impartial information advice and support and know how to challenge decisions they disagree with;
- the Local Authority must involve children and their families and young people in developing local services to support those with SEND, including the Local Offer;



- all services providing help for your child (such as health, social care and education services) must work together to benefit your child.

(Chapter 1 of the government's SEND Code of Practice: 0-25 years contains some further information on this section)

SECTION 3 THE LAW AND YOU AND YOUR CHILD'S RIGHTS

Information, advice and guidance

The Local Authority has to provide information and advice to children and young people with SEN and their families – there is an information, advice and support service in Redcar & Cleveland called The Parent Partnership Service which provides factual, impartial and confidential information about SEN, disability, health and social care.

The service can help you on-line, by phone or face to face with issues such as preparing for and attending meetings, expressing your views and being involved in decisions being made about your child. They can also help you with complaints and appeals.

You can also get help, support and advice from:

The Parent Partnership Officer
Independent Parental Supporter
TPACA (The Parent and Carers Alliance)
Parents 4 Change

Information on all these services is available on the Council's Local Offer website:

<http://www.peoplesinfolnet.org.uk/kb5/redcar/directory/localoffer.page>

The Local Offer

The Local Offer is an information directory that details education, health and social care services in Redcar & Cleveland, as well as some services outside the local area, for children and young people with SEND and their families.

The Local Offer has been developed closely with children, young people and their families and we would particularly like to thank local parent forum groups (Parents 4 Change, The Parents and Carers Alliance and other individual parents/carers) for the dedicated time they have given to this work.



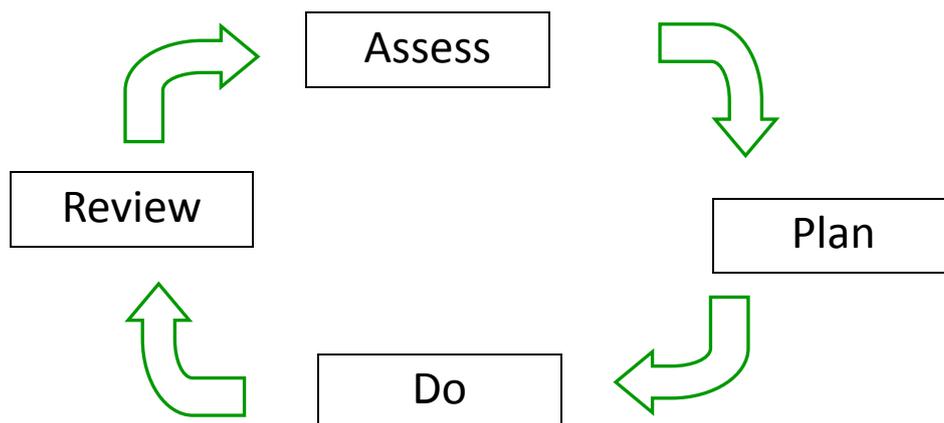
Schools, colleges, health services also contribute to the Local Offer and it will be regularly updated to make sure there is the widest, most up to date information available for children, young people and their families on support, provision and services they can access to help them.

SEN Support

If your child has SEN, they will receive help in their educational setting (nursery, child-minder, school, college) – this is known as SEN support and replaces ‘school action’ and ‘school action plus’.

Children and young people with more complex SEN may need an Education, Health and Care plan, which replaces a statement and Learning Disability Assessment but quite often, a child’s needs can be met by the school or setting through SEN Support.

When a special educational need has been identified, the education setting should start a cycle of actions to make sure they put effective support in place. This cycle is called the Graduated Approach and involves these four stages:



Assess

Your child's difficulties must be assessed so that the right support can be provided – the educational setting should ask you what you think and they should talk to other professionals who work with your child, such as the teacher. Your child's progress should be reviewed regularly with you so that changing needs can be met. It might mean asking for advice and further assessment from someone like a specialist teacher or educational psychologist.



Plan

You and any other professional involved with your child will need to agree with the school what support your child needs and how it will make things better for him/her. You will need to agree a date with the school to review your child's progress so you can all check on your child's progress and whether the support is achieving what was planned.

Do

The setting will put the planned support in place and your child's teacher will be responsible for working with your child on a daily basis. The school's special educational needs co-ordinator (SENCo), support staff and any specialist teachers involved in providing support will work closely together to track your child's progress and check that the support is working positively.

Review

The support your child receives should be reviewed by the date agreed in the plan. You can decide together whether things are working well for your child and they are making the progress discussed and whether there should be any changes to the support and what that might be and how it will work.

The school can use the Local Offer to see what other support might be available to help your child achieve positive outcomes.

SEN Support can take many forms which could include:

- a special learning programme for your child
- making or changing materials or equipment
- working with your child in a small group
- extra help from a teacher or learning support assistant
- observing your child in class and at break times and keeping records
- helping your child to take part in class activities
- supporting your child with physical or personal care difficulties (such as eating or getting around school, toileting or dressing).

The school must provide you with an annual report on your child's progress and discuss their progress with you regularly at least every term.



What is an Individual Education Plan (IEP)?

Strategies used to enable a child/young person to make progress should be recorded within an Individual Educational Plan (IEP) or Provision Map.

The IEP should include:

- *Short-term targets set by teacher and/or the pupil;
- Teaching strategies to be used;
- Provision/support to be put into place;
- The IEP review date;
- Success and/or exit criteria;
- Outcomes – to be recorded when the IEP is reviewed.

** If the child has a statement, targets should be linked to their objectives.*

The IEP should only record 'additional to' or 'different from' the differentiated curriculum, which is in place as part of provision for all pupils.

The IEP should be reviewed at least twice a year.

Education, Health and Care Needs Assessments and Plans

Sometimes a child or young person requires a level of support that is more intensive than the resources usually available in their school for SEN Support. In such a case, you or your child's school could consider asking the Local Authority to undertake an Education, Health and Care needs assessment which could lead to your child receiving an Education, Health & Care Plan (EHCP).

There is a legal timetable that the Local Authority must stick to if it undertakes an EHC assessment and this can be found at the end of this document (Statutory timescales for EHC needs assessment and EHC plan development).

An EHCP brings together your child's education, health and social care needs into a single plan which is a legal document. Your child must have special educational needs to be eligible for a plan – if your child doesn't have SEN, there are ways they can be supported and you can ask your information, advice and guidance service for help with this. Information on whether a child is eligible for an EHCP can be found on the website at

<http://www.peoplesinfolnet.org.uk/kb5/redcar/directory/localoffer.page>



Asking for an EHC Needs Assessment

You, your child's teacher or others who work with your child (such as your doctor, nursery worker or health visitor) can ask the Local Authority for an assessment to be carried out.

Some children and young people will have needs that clearly require an EHC Needs assessment and plan and the Local Authority should start the process as soon as they know about the child.

Deciding whether to undertake an EHC needs assessment

The Local Authority has up to six weeks to decide whether it intends to do an EHC needs assessment and they will ask you and others involved with your child to provide them with information to help them decide – you can collect any reports from those who know your child (such as the school or doctor) and any assessments already done to give to the Local Authority to help them make a decision.

The Local Authority will decide within six weeks whether they will carry out an EHC needs assessment.

The EHC Needs Assessment

The Local Authority will make sure you and your child are fully involved in the assessment and will provide you with impartial information, advice and support to help you understand the process and make sure you are involved in all decisions that may affect your child.

You and your child will have the opportunity to give your views and be fully involved in any decisions that are reached during the assessment. The assessment will also involve getting information about your child from their teacher(s), doctor and educational psychologist.

Deciding whether to issue an EHC Plan

Once the assessment is completed, the Local Authority will decide whether or not to issue an EHC Plan within 16 weeks of receiving the request for an assessment.

Preparing an EHC Plan

The Local Authority will involve you and your child fully in drawing up an EHC Plan if it has decided to issue one – it will take into account all yours and your child's views, feelings and wishes and will prepare a draft version for you to look at. This draft version will not include the name of the setting your child will attend – you will have 15 days to look at the EHC Plan and choose which setting you would like your child to attend. This could be a mainstream or special school setting. You can ask for help or support during this process.



The Local Authority has 20 weeks from when it received the request for an assessment to when it must issue the EHC Plan naming a setting.

Once the plan has been finalised, the Local Authority **must** make sure the educational support in section F is made available, and the health service **must** make sure the support in section G is provided. This should help your child achieve the outcomes you have jointly agreed during the assessment

The plan must be reviewed at least every 12 months and the review has to include asking you and your child what you think, what you want to happen and a meeting that you must be invited to.

If you disagree with the Local Authority's decision

You have the right to challenge the decision made by the Local Authority on:

- not proceeding with an EHC needs assessment
- not producing an EHC Plan, or
- the special educational needs support included in the plan

The Local Authority will tell you when and how you can challenge their decisions and information on what to do can be found in the section **Challenging or Disagreeing with Decisions**.

Chapter 9 of the 0 – 25 Code of Practice has more information on EHC needs and assessments.

SEN Monitoring

Section 19 of the Children and Families Act 2014 makes it clear that Local Authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

Principles underpinning the Code of Practice 2014:

- The views, wishes and feelings of the child or young person, and the child's parents;
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions;
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.



Local Authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.

Local Authorities must:

- Ensure the child's parents or young person are fully included in the EHC needs assessment process from the start, are fully aware of their opportunities to offer views and information and are consulted about the content of the plan (Code of Practice Chapter 9);
- Consult with children with SEN or disabilities, and their parents and young people with SEN or disabilities when reviewing local SEN and social care provision (Code of Practice Chapter 4);
- Consult them in developing and reviewing their Local Offer (Code of Practice Chapter 4);
- Make arrangements for providing children with SEN or disabilities with advice and information about matters relating to SEN and disability (Code of Practice Chapter 2).

Reviewing an Education Health Care (EHC) Plan:

EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority (LA) as a minimum every 12 months and by the date agreed in the plan. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan, and must also consider whether these outcomes and supporting targets remain appropriate.

Reviews should:

- gather and assess information so that it can be used by early years settings, schools or colleges to support the child or young person's progress and their access to teaching and learning;
- review the special education provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress
- review the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes;
- consider the continuing appropriateness of the EHC plan in light of the child or young person's progress during the previous year
- set new interim targets for the coming year and where appropriate, agree new outcomes;
- review any interim targets set by the early years provider, school or college.



Reviews must be undertaken in partnership with the child and their parent or the young person and take into account their wishes and feelings.

The review process will enable changes to be made to an EHC plan so it remains relevant to the needs of the child or young person and the desired outcomes. There may be occasions when a re-assessment becomes appropriate, particularly when a child or young person's needs change significantly.

Personal Budgets

You are entitled to request a personal budget if your child has an EHC Plan or has been assessed as needing one, and you want to be involved in choosing and arranging some of the support for them. A personal budget is a sum of money the Local Authority has decided will be needed to meet some of your child's needs in their EHC Plan and can only be used for this purpose.

Further information on Personal Budgets can be found in a special booklet which is available on the council's Local Offer website, or by contacting the Local Authority's Families Information Service.

SECTION 4

WHAT OUR EARLY YEARS SETTINGS, SCHOOLS, COLLEGES AND OTHER EDUCATIONAL PROVIDERS MUST DO TO SUPPORT YOU AND YOUR CHILD

All children and young people who have will be able to receive SEN support in their educational setting and if your child's needs are severe or complex, they might need an EHC needs assessment and plan.

Early Years

All early years settings (nurseries, playgroups and child-minders) that are registered with Ofsted must adhere to the **Early Years Foundation Stage (EYFS)** which covers 2, 3 and 4 year olds and means they must have arrangements in place to support children with SEND. They must provide you with a written progress report on your child when they are 2 years old and a written assessment during the summer term of their reception year in school. Your health visitor will also complete a health check when they are about 2 and a half.



Most children under 2 do not attend early years settings and if you think your child may have SEND, talk to your doctor or health visitor who will consider what kind of support might be help your child – they must also let the Local Authority know.

Children of school age

All schools must publish detailed information (usually on their website) about how they identify, assess and support children with SEND.

If you think your child may have SEND, you should talk to your child's class teacher. Every school has an SEN Co-ordinator whose role it is to co-ordinate SEN provision and you can talk through your concerns with them.

If your child's school thinks he/she may have SEND, they must tell you and let you know what provision they feel should be put in place – see SEN Support section.

Your child's school may take advice and support from specialists outside the school to help your child, such as a speech therapist, specialist teacher or educational psychologist.

If your child's school cannot meet your child's needs, then they may wish to discuss whether an EHC needs assessment and plan should be considered – see EHC Needs Assessment and Plans section.

Most children with and EHC plan will be supported in their local mainstream school but some may be taught in a special school, who only provide education for children with SEND. Special schools will discuss your child's progress regularly with you in the same way mainstream schools do.

If your child has an EHC plan, you can ask for your child to attend a non-maintained or independent special school or independent specialist college, and the Local Authority must agree to this unless the provision there is not considered to meet your child's needs, does not represent good value for money or would negatively impact on the education of others.

More information on these topics are available in the 0 – 25 SEND Code of Practice.

Young People aged over 16 in further education

Further education might be in a FE college, in a 6th form or in a 16 – 19 academy. All these settings should be involved as early as possible as your child moves into this phase of their education – many young people are becoming increasingly independent as they move into FE provision and the settings must discuss your child's needs, wishes and aspirations directly with them. You may wish to discuss with your child how this might work for your family. The settings must discuss your child's progress regularly with you and them, and review the help they get.

An FE setting may feel your child requires an EHC needs assessment and plan and will discuss this you and your child.



Preparing for Adulthood

This is about young people and their families preparing for things such as higher education, independent living, being involved in the community and being as healthy as possible in adult life.

Schools and colleges will start having discussions about moving into adulthood with your child from when they are about 13 or 14 – you will be included in planning for your child as well.

The Local Authority's Information, advice and support services will be able to provide help to you and your child along with services such as housing and adult social care. If it will benefit your child, an adult care transition assessment may be undertaken. There is more information on this topic in the 0 – 25 SEND Code of Practice.

SECTION 5 CHALLENGING OR DISAGREEING WITH DECISIONS

There may be times when you don't agree with some decisions made by professionals, your child's school, health services or the Local Authority and you can challenge this.

You should first raise them directly with the people you disagree with and see if you and they can find a solution. If you can't reach an agreement, they must tell you about the procedures for making a complaint. You can also approach the information, advice and support services in Redcar & Cleveland and they will be able to help you.

The Local Authority has made arrangements for independent disagreement resolution and mediation services to be available which might be able to provide you with a quick and informal way of solving disagreements. Information on these services are in the Local Offer.

Disagreement resolution service

This is available for all parents/carers of children and young people with SEND and they can help you in three areas:

- if you disagree with how your child's early years setting, school or college are carrying out their education, health and care duties and applies to a child with any kind of SEN, not just those with an EHC plan;
- if you disagree with your child's early years setting, school or college about the SEN provision they are making for your child and applies to any kind of SEN, not just if they are undergoing an EHC needs assessment or have an EHC plan;



- if you disagree with the Local Authority or Clinical Commissioning Group (CCG) about the health or social care provision during your child's EHC needs assessment, or about their EHC plan and any review or reassessment of the EHC plan.

Mediation

This is a voluntary service available to you and your child which you can use if you cannot reach an agreement with the Local Authority or CCG in matters relating to EHC plans.

It only covers disagreements where the Local Authority decides:

- not to carry out an EHC needs assessment or reassessment of your child;
- not to draw up an EHC plan for your child once they have completed a needs assessment;
- not to amend your child's EHC plan after the annual review or reassessment;
- to cease to maintain your child's EHC.

If the Local Authority has drawn up an EHC plan for your child, and you disagree with

- parts of the plan which describe your child's SEN
- the SEN provision set out in the plan

then it must make mediation available to you.

If you are thinking about appealing to the SEND Tribunal, you will need to contact an independent mediation adviser and the Local Authority must provide you with contact details.

Further information of disagreement resolution and mediation services is available in the Local Offer and in Chapter 11 of the 0 – 25 SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



SECTION 6 ADDITIONAL INFORMATION

Redcar & Cleveland Special Educational Needs (SEN) Service

The SEN Service is situated in People's Services, SEN Disability and Safeguarding. The main work of the Service is to co-ordinate statutory assessment procedures, to arrange for appropriate special educational provision to be put in place for children and young people with Statements of Special Educational Needs and to keep them under review. From September 2014 there is the introduction of the Education, Health and Care (EHC) Plan. This is a phased introduction and by 1st April 2018 Local Authorities must have transferred all children/young people with Statements of Special Educational Needs to the new SEN system following a transfer review meeting. Any new referrals from September 2014 will undergo the EHC Plan process. Staff liaise with schools and colleges, parents/carers and other agencies in the issuing of documentation and staff can give you advice about SEN arrangements and Statutory Assessment procedures. If your child is undergoing Statutory Assessment they will be able to keep you informed about the progress of the assessment.

If your child has a Statement of Special Educational Needs, or from 1st September, your child is referred for an EHC assessment, the SEN Link Officers are your main point of contact if you have any questions about the arrangements and provision for your child/young person. SEN Link Officers support an identified cluster of schools/colleges in the timely and effective assessments, offering advice to educational establishments on their legislative responsibilities as laid out in the Code of Practice. They will also liaise with parents/carers on aspects of their child's/young person's education. Link Officers will also represent the Local Authority at statutory annual, interim, transition and multi-agency reviews as required.

The SEN Service is committed to safeguard children from harm, protect them from abuse, and ensure their welfare and developmental needs are being met.

Contact us:

SEN Service

Directorate of People's Services

West Locality Base

Daisy Lane

Ormesby

TS7 9JF

Tel: 01642 304503 or 304561

Fax: 01642 304504

Email: sen@redcar-cleveland.gcsx.gov.uk



The Role of the SEN Co-ordinator (SENCO)

Every school has a SEN Co-ordinator (SENCO) and that person is responsible for ensuring that the needs of pupils with special educational needs are met appropriately. The SENCO is also your contact person in school if you have any concerns around your child's progress.

Within colleges there are nominated staff that perform a similar role for students with SEN.

The role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children and young people with SEN and the settings approach to identifying and meeting SEN;
- Advising and supporting colleagues
- Ensuring parents, children and young people are closely involved throughout and that their insights inform action taken by the setting;
- Liaising with professionals or agencies beyond the setting;
- Ensure smooth transition into the next stage of education for the child or young person.

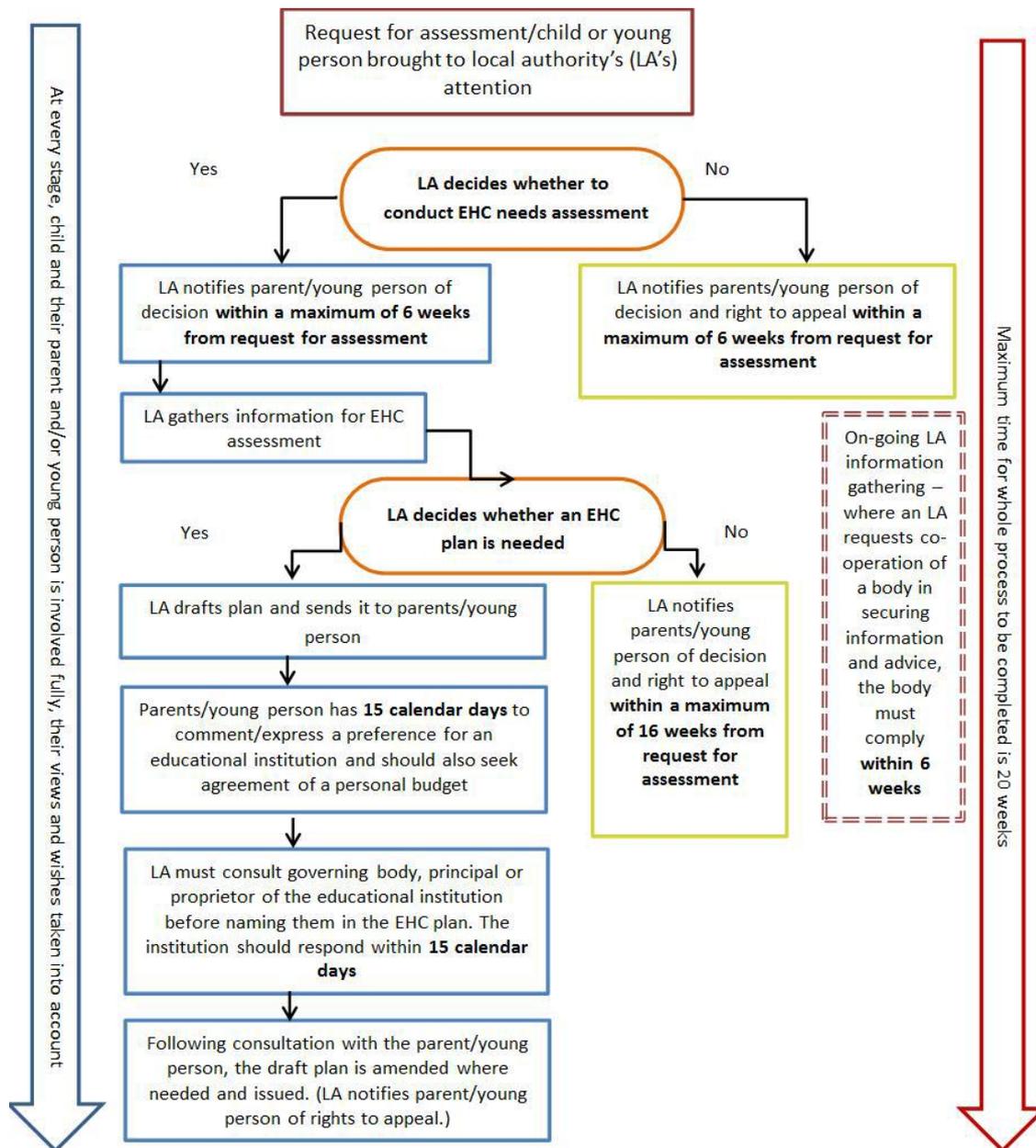
Timescales for making assessments & issuing Education Health and Care Plans (EHCP)

The process of EHC assessment and EHC plan development **must** be carried out in a timely manner. The time limits set out below are the maximum time allowed. However, steps **must** be completed as soon as practicable. Local authorities should ensure that they have planned sufficient time for each step of the process, so that wherever possible, any issues or disagreements can be resolved within the statutory timescales. The diagram sets out the statutory timescales and decision points for the process of EHC needs assessment and EHC plan development that local authorities **must** adhere to.



Timescales

The process of EHC assessment and EHC plan development must be carried out in a timely manner. The time limits set out below are the maximum time allowed. However, steps must be completed as soon as practicable. The diagram sets out the statutory timescales and decision points for the process of EHC needs assessment and EHC plan development that local authorities must adhere to.



Special Educational Needs and Disability Code of Practice – section 9

