



# Special Educational Needs and Disability (SEND)

## A Guide for Parents and Carers

The Special Educational Needs and Disability (SEND) Code of Practice 2015 is the statutory guidance which early years settings, schools and colleges must follow about SEND. It describes how to support all children and young people, including those with SEND through a step-by step or graduated response. This guide aims to answer some of your questions about SEND.

### There are some basic principles to keep in mind:

- ❖ Your views will be listened to and you will be fully involved in all decisions made about your child.
- ❖ You have a vital role in supporting your child's education.
- ❖ The views of your child will be listened to and they will be involved in decision making, taking into account age and maturity.
- ❖ All information will be treated with the upmost confidentiality.
- ❖ Your written consent will be sought before the involvement of any specialist services.

### What is a SEND?

#### SEND could mean that a child has difficulties with:

- ❖ **Cognition and Learning;** difficulties in learning or retaining basic skills or a specific difficulty with reading, spelling, writing or mathematics.
- ❖ **Communication and Interaction:** children/young people who haven difficulties in expressing themselves or understanding what others are saying. Some children/young people may have difficulties socially interacting with others.
- ❖ **Social, Emotional and Mental Health;** children/young people who find regulating their behaviours challenging. Children/young people who may experience difficulties making friends or relating to adults. Children/young people who present as withdrawn or isolated.
- ❖ **Sensory and/or Physical;** children/young people who have impairments or difficulties which affect sight or hearing, or physical difficulties which impact on their learning.

Many children/young people will have Special Educational Needs to a lesser or greater extent at some time during their education. They may have needs in more than one of these areas and their needs may change over time.

### What should I do if I think my child has SEND?

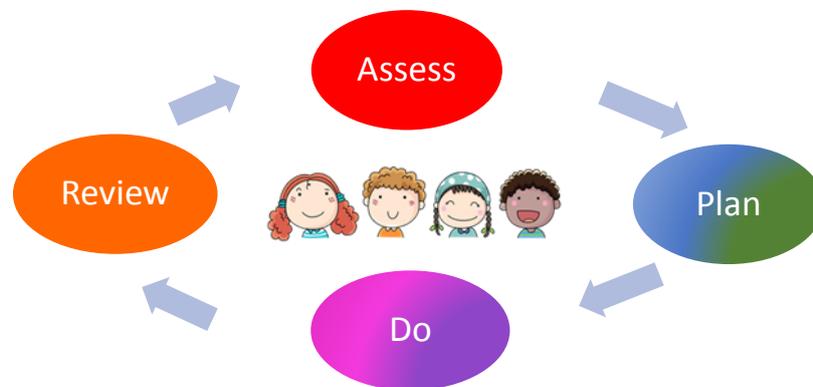
Every school or early years setting has a designated person who is responsible for co/ordinating help for children with SEND. This person is known as the Special Educational Needs & Disabilities Coordinator (SENDCo).

As a parent you may have concerns about your child's progress and think that they require extra support. The first point of contact should be your child's class teacher, tutor or SENDCo. You will be given the opportunity to share your concerns and plan an appropriate course of action. It may be helpful to make notes before you attend the meeting.



### What is the Graduated Response – Assess, Plan, Do, Review (APDR)?

When it is decided that a child would benefit from specific, targeted support or intervention, your child's teacher, supported by the SENDCo, will take into account the advice in the SEND Code of Practice using the Graduated Response, APDR:



#### Assess

A clear analysis of need is based on:

- ❖ Views of the pupil and their family.
- ❖ Teacher assessment/observation and knowledge of the pupil.
- ❖ Data on the pupil's progress, attainment and behaviour.
- ❖ Further observation or assessment carried out by the SENDCo, as appropriate.
- ❖ Assessments observations advice from Specialist agencies, as appropriate.

#### Plan

Following careful analysis of assessment, the teacher, SENDCo, parent or carer and pupil, agree on a plan of action (this process can be supported by Specialist agencies, as appropriate).

- ❖ Differentiated high quality class/subject teaching.
- ❖ Targeted provision/intervention to be planned.
- ❖ A date for review.

#### Do

The SENDCo supports the teachers to implement the plan. In school, the class or subject teacher/tutor remains responsible for working with the pupil on a daily basis. Specialist agencies support the process as appropriate.

Teachers are responsible for:

- ❖ Differentiating and personalising the curriculum.
- ❖ Delivery of 'additional and different' provision for the pupil.
- ❖ Planning, support and impact measurement of all group and one to one interventions delivered by support staff.
- ❖ Linking interventions to classroom teaching.

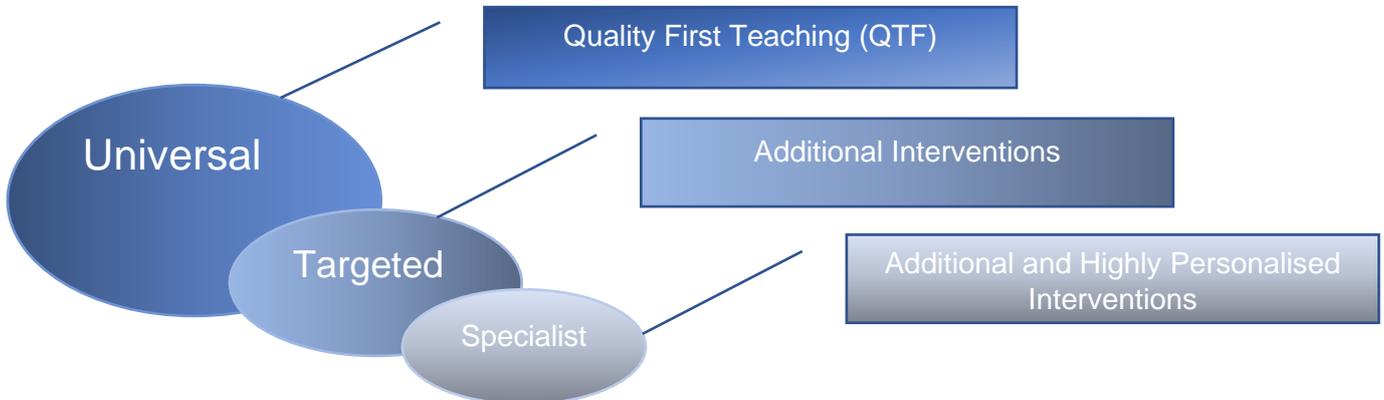
#### Review

The review should explore:

- ❖ The effectiveness of the interventions and support.
- ❖ Everyone involved should share their evidence on progress.
- ❖ A discussion and agreement on how the plan should be revised.
- ❖ If the pupil still requires 'additional and different' provision the cycle starts again at assess.



## What is meant by Universal, Targeted and Specialist provision?



### Universal Provision

Focussed class teacher input through high quality classroom teaching is known as 'Universal Provision'. Children/young people make progress at different rates and have different ways in which they learn, teachers take account of this when planning learning opportunities and the way in which they teach. This is often described as differentiating the curriculum. High quality first teaching will meet the individual needs of the majority of children and young people.

### Targeted Provision

Specific group work focusing on targets recorded on an Individual Learning Plan (ILP) is 'Targeted Provision' (SEND). Special educational provision is support which is **additional or different** from support that is available to children at universal provision.

### What is an ILP?

The SENDCo will work with the teacher, parents and child/young person to co-construct targets to form the ILP. This is a working document informing those working with your child of your child's strengths and areas of need.

The ILP outlines:

- ❖ The targets and the desired outcomes.
- ❖ Teaching methods and type of provision.
- ❖ Ways in which you can support your child's learning at home.
- ❖ Notes on ongoing continual assessment will be maintained by the class teacher, LSA, SENDCo and specialist services, as appropriate, to support the review process.
- ❖ You will be invited to a formal review meeting at least termly.

### Specialist provision

Specific, tailored one to one and small group interventions with support from specialist services is 'Specialist Provision' (SEND). An ILP will be in place. Some pupils receiving high quality, consistent, targeted teaching and specialist advice may not make adequate progress. Consideration will be given to a Service Children's Assessment of Need (SCAN) as part of the review process. A SCAN is used in very few cases and is reserved for pupils with the most complex and long-term needs requiring specialist provision.



### **What Specialist agencies are available to support Service Families?**

Schools can draw upon support and advice from the Educational Psychology & Advisory Specialists (EPAS) team which comprises of:

- ❖ Educational Psychology
- ❖ Specialist Advisory Teachers
- ❖ Nurse Advisor

Schools can also draw upon support and advice from other Specialist agencies dependent on location.

### **Ways to Contact Us**

We are always happy to talk to anyone who wants to ask us questions about our roll or how we can support. To speak to one of our team, contact us:

EPAS Main Office  
Top Floor, B Block  
Episkopi  
BFPO 53  
[DCYP-EPAS-GPMailbox@mod.gov.uk](mailto:DCYP-EPAS-GPMailbox@mod.gov.uk)

Tel Civ: 00357 2596 3208, Tel Mil: 94120 3208

**“Continue to give your child lots of praise and encouragement for their successes, no matter how small”**



**Educational Psychology & Advisory Specialists**