

What happens next?

If the additional interventions and support provided enable your child to make progress they can remain on SEN Support and the actions can be refined and revised or, if the support is no longer necessary, your child can be removed from the school SEN register.

However if, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of your child, your child continues to not make the expected progress, the school or yourself could consider submitting a request for an Education, Health and Care needs assessment.

To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN Support.

Where can I get further advice, support and information?

If you have concerns about the support and provision that is being provided by your child's school you need to address these with the school's SENCo or through the school's complaint procedure.

Additional support and advice can be obtained from the services below or through Dudley's Local Offer.

The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). Contact details are:

dudley.sendiass@dudley.gov.uk

Office Mobiles 07900 161363, 07824 543233, 07929 777744

Dudley SEND Team contact details are: senteam@dudley.gov.uk

Telephone 01384 814360

Dudley's Local Offer

www.dudleyci.co.uk/send-local-offer

Dudley Parent Carer Forum

www.dudleyparentcarerforum.co.uk

Email: info@dudleyparentcarerforum.co.uk

Facebook: www.facebook.com/Dudleypcf Twitter: @Dudley_PCF

All Different, All Equal:

SEND

Special Educational Needs and/or Disability 0 to 25

What is SEN Support?

Information for parents/carers about what to expect when your child is identified as requiring SEN Support

Dudley's Local Offer



Dudley
Metropolitan Borough Council

the historic capital of the Black Country



What are Special Educational Needs?

Some children and young people may be identified as having a special educational need (SEN) if they experience greater difficulty learning than the majority of others of the same age, or they may have a disability that makes it difficult for them to access the Curriculum (including within early years and post 16 education).

Not all children with a disability will have a SEN and not all children with SEN will have a disability.

If your child's school has concerns about your child's progress the first response should be the delivery of high quality teaching targeted at the areas of weakness. If this doesn't have the desired impact it may be necessary to add your child to the school's SEN register at SEN Support. The school must tell you if they are making special educational provision for your child, and should discuss with you their concerns and what support they will offer and what will happen next.

What should I do if I think my child has a Special Educational Need?

You should discuss any concerns that you have with your child's school or early years setting. This is likely to be your child's class teacher or form tutor.

It's always a good idea to make an appointment to speak to them. This will ensure that you have the necessary time, and will provide you with the opportunity to discuss your concerns in private.

It's important that you tell them the reasons why you're concerned, and ask what will happen next. You may also want to speak to the school's special educational needs co-ordinator (SENCo). All schools must have a named SENCo.

You can find information about how your school meets the needs of children with SEN by looking at its SEN Information Report. All schools must publish their SEN Information Report on their website and keep it up to date. You can also ask the school SENCo.

What is Early Help?

Children often do not make expected progress in school for a number of reasons.

Your child's school may talk to you about an 'early help' assessment. An early help assessment will help you and the school to consider if there are other reasons why your child may be struggling with aspects of life at school and can signpost you to the most appropriate support.

If you already receive support through Early Help it's important that the school is aware of this and that they contribute to the early help process.

What happens at SEN Support?

Mainstream schools are expected to use their best endeavours to make sure that a child with SEN gets the support they need.

Where a child is identified as having SEN, schools should take action to re-move barriers to learning and put effective special educational provision in place. This SEN Support should take the form of a 4-part cycle known as the 'Graduated Approach'.

The four stages are:

Assess - Using a range of information that is available from school, family and external practitioners to identify the primary barriers to learning.

Plan - School, parent and the pupil should agree the adjustments, interventions and support to be put in place. All staff who work with your child should be aware of their needs and any teaching strategies or approaches that are required.

Do - The teacher is responsible for working with the child on a daily basis. They should work closely with any teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review - The impact and quality of the support and interventions should be evaluated, along with the views of the parent and child. The class teacher, working with the SENCo, should revise the support in light of the pupil's progress and development. Adjustments to the provision will be made as necessary and the cycle of Assess, Plan, Do, Review continues.

How will I and my child/young person be involved?

Before identifying your child as requiring SEN Support the school will request a discussion with you to gather information, share their assessments and agree what support they will put in place.

They will work with you and your child to identify 3 to 5 achievable outcomes that will support your child to make progress over the next 12 months.

A learning plan will be developed that will include the agreed outcomes as well as some additional steps that will help to identify progress over a shorter period. The plan will also describe the strategies and interventions that will be used to support your child to achieve the identified outcomes. Your child's personalised plan will be shared with all staff involved with your child.

School will offer you the opportunity to discuss your child's progress at least 3 times per year.

All mainstream schools are provided with resources to support children with additional needs, including pupils with SEN and disabilities.