

**Bradford SENDIASS**

**SEN SUPPORT**

**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 given to most of the other children of the same age. All schools must use their “best endeavours” to ensure that children with SEN achieve the best outcomes they can.

“If a registered pupil or student at a school or other institution has SEN, the appropriate authority must use its best endeavours to secure the special educational provision called for by the pupil’s or student’s SEN is made.” (Section 66 CAFA 2014)

The purpose of SEN support is to help children and young people achieve the outcomes or learning objectives set out for them by the school in conjunction with parents and pupils themselves.

Every school must publish an 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 Special Educational Needs Coordinator for information on the SEN provision made by school.

The Local Offer published by Bradford 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.

**What is a special educational need?**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her and if the child has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same. (Code of Practice.)

**What is special educational provision?**

Special educational provision is education or training which is additional to, or different from, that made generally for other children or young people of the same age.

The SEND Code of Practice sets out 4 broad areas of need:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory or Physical needs.

**SEN Support in schools**

SEN support can take many forms in school:

* Individual learning programme
* Extra support from a teacher or a learning support assistant
* Use of specialist resources or equipment
* Small group work
* Support with physical or personal care
* Advice from specialists such as specialist teachers, educational psychologists and therapists.

**Who decides what SEN support my child has?**

Teachers should regularly assess the progress of all school children. The SEN Code of Practice says that schools should “identify pupils making less than expected progress given their age and individual circumstances.” (6.17)

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.

If as a parent, you feel that your child may have SEN needs, you should talk to your child’s teacher or to the Special Educational Needs Coordinator.

In the Bradford district, The Bradford Matrix of Need sets out the provision for children with SEN mapped to their level of need.

<https://localoffer.bradford.gov.uk/post/-bradford-matrix-of-need-v12--july-2019>

 The level of SEN support that your child will receive depends on their identified level of need. The needs are divided into 4 more areas and there are 5 stages of support:

1. Quality First Teaching for children just below age expectations.
2. SEND Support for children with mild learning difficulties. Interventions include, small group work, IEPs or One Page Profile, advice from professionals.
3. SEND Support Plus for children with moderate learning difficulties. My Support Plan written by and implemented in school, interventions as set out in the plan.
4. EHCP for children with severe learning difficulties. Provision as written in the plan.
5. EHCP plus for children with profound and multiple learning difficulties. Provision as written in the plan and specialist setting.

Once a child is identified as having SEN, the school should tell the parents. They should agree outcomes, what help will be provided and a date for progress to be reviewed. The SEND Code of Practice says that schools should use a graduated approach or 4 part cycle, Assess, Plan, Do, Review to support your child with SEN. The SENCO and teaching staff should: analyse the difference, identify the extra support your child needs, put the support in place, regularly check how well it is working and refer to additional services for further support.

**Review of SEN support.**

The SEND Code of Practice says that “Schools and parents should meet with parents at least three times a year.” (6.65) You should be involved in the reviewing process where the child’s progress will be checked and new outcomes will be set. Sometimes, it will be necessary to involve other professionals. Sometimes, the next step may be to ask the local authority for an EHC needs assessment. If the school decides to do this, they must tell you. Parents can also ask for this themselves.

**For further information and advice, contact Barnardo’s SENDIASS:**

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Or visit our website for more useful information:

[www.barnardos.org.uk/bradfordsendiass](http://www.barnardos.org.uk/bradfordsendiass)