Supporting Children & Young People with Special Educational Needs (SEN)

Information for parents and carers detailing the SEN support children and young people can receive regardless of which school/academy they attend in Calderdale; this outlines the support provided by the school, and partners.

This information should be read alongside individual schools' SEN Policy and SEN Information Report which will provide more details about how each area will be addressed.

Background Information

Most children and young people in Calderdale with Special Educational Needs (SEN) and additional needs attend their local mainstream primary or secondary school. This includes children and young people who have an Education, Health and Care (EHC) Plan. All schools will have a nominated Special Educational Needs Coordinator (SENCo) who has responsibility for inclusion and will have direct links to the school Governing Body.

The following information aims to outline what provision and support can be expected in any mainstream school/academy. This support will be available as required for all children and young people with SEN with or without an EHC plan. It will include all the support that schools/academies are responsible for providing from their Notional SEN budget and other support that is provided universally. For children and young people who have complex needs and have an EHC Plan, the Local Authority will provide High Needs Top Up funding to assist schools in meeting the outcomes detailed in the EHC Plan.

1.Teaching and Learning	*SEN Code of Practice – Cognition and Learning*
1.1 Quality First Teaching	• Access to a broad balanced curriculum • Appropriately differentiated curriculum • Access to an appropriate learning environment • Access to multi-sensory resources • Basic skills embedded throughout teaching and learning • Use of ICT embedded throughout teaching and learning • Regular and appropriate feedback • An interactive and flexible approach to teaching which recognises the individual learning needs of the pupils • Expertise among teaching staff at three levels – awareness, enhanced and specialist
1.2 Identifying children and young people with SEN	• Teaching staff are continually assessing children and young people and will o Assess levels of attainment o Check rate of progress o Make comparisons o Assess against the wider curriculum such as personal and social development o Discuss any concerns with parents o Involve outside agencies where appropriate

1.3 Differentiation	• Differentiation will be considered within planning • Differentiation will be achieved through all or some of the following (which are not exhaustive): - Delivery - Work tasks provided - Outcomes expected - Resources (including support from an adult) - Adopting appropriate strategies (e.g. modelling, scaffolding, questioning style) - Peer groupings
1.4 Small group and 1-1 intervention	• Reading programmes • Literacy support • Numeracy support • Approaches to support access to the curriculum (e.g. pre-teaching, over learning opportunities) • Other specific interventions (e.g. touch typing, handwriting programmes)
1.5 Monitor progression and attainment	• Base-line assessments • Individual target setting • Pupil tracking system
1.6 Additional support	• Additional in-class support • Peer group support • Homework club/support • Access to ICT resources
1.7 Agencies and Services Schools may refer to in consultation with parents/carers	• Educational Psychology • Specialist Inclusion Team – support for pupils with a diagnosis of ASD, hearing impairment, visual impairment and physical impairment, augmentative alternative communication (AAC) • Virtual School – educational support for Looked After Children (LAC)
2.Communication and Interaction *SEN Code of Practice - Communication and Interaction*	
2.1 Support access to the curriculum	• Differentiation (as above) including differentiated language • Removing barriers to the curriculum (e.g. visual timetables, visual cues, symbols) • Supporting access to the curriculum (e.g. pre-teaching of subject vocabulary) • Ensuring appropriate adaptation of the environment (e.g. structured school and classroom routines)
2.2 Social communication	• Approaches to support social communication (e.g. social use of language programmes, group work to

	encourage confident communication) • Approaches to support speech and language (e.g. modelling language, pre teaching) • Specific programmes advised by the Speech and Language Therapy service)
2.4 Agencies and Services Schools may refer to in consultation with parents/carers	• Speech and Language Therapy Service • Specialist Inclusion Service – communication and interaction support for pupils with a diagnosis of ASD, hearing impairment and/or visual impairment • Educational Psychology Service
3. Behavioural Social and Emotional *SEN Code of Practice - Social, emotional and mental health*	
3.1 Whole school approach	• School reward systems • School rules and expectations • School behaviour policy – behaviour management fair and appropriate to a child's needs • Support for the development of social skills throughout the school day • Other relevant policies (e.g. anti-bullying policy • Encouraging reflective practice (including awareness of training needs) • Opportunities for children and young people to discuss confidentially any issues they may have in school or as part of the school community
3.2 Whole Class approaches and systems	• Class reward systems • Approaches for supporting social and emotional development (e.g. circle time, restorative approaches) • Consistent approaches for communicating and resolving social and emotional difficulties/conflict – fair and appropriate to a child's needs
3.3 Small group and 1-1 intervention	• Interventions to support the development of social skills (e.g. Social and Emotional Aspects of Learning) • Interventions to support the development of behavioural awareness and self-management (e.g. anger management work, behaviour plan) • Approaches to support the emotional needs of pupils (e.g. Key Worker, Learning Mentor, nurture groups, buddy system)
3.4 Agencies and Services Schools may refer to in consultation with parents/carers	• Access to Behaviour Support Services • Access to Educational Welfare Service • Referral to the Pupil Referral Unit (PRU) • Educational Psychology

	• Referral to Child and Adolescent Mental Health Service (CAMHS) • Referral for a Common Assessment Framework (CAF) • Referral to the Early Intervention Team
4. Sensory, Physical and Medical *SEN Code of Practice Sensory and/or physical needs*	
4.1 Support access to the curriculum inside and outside of the classroom	• Removing barriers to the curriculum including modifications to the curriculum and curriculum resources • Reasonable adjustments including adaptations to the environment • Flexible teaching arrangements • Supporting access to the curriculum (e.g. assistive technology and ancillary aids)
4.2 Maintain Health and Safety of pupils	• Appropriate planning and assessment (e.g. sensory profile, moving and handling risk assessments, access assessments, individual Health Care Plan, Personal Emergency Egress Plan (PEEP)) • Management of medicines policy • Nominated member of staff qualified in First Aid • Compliance with Equality Act 2010 • Intimate Personal Care Policy
4.3 Agencies and Services Schools may refer to in consultation with parents/carers	• Specialist Inclusion Team for pupils who have: o Autistic Spectrum Disorder o Hearing Impairment o Visual Impairment o Physical Impairment • Children's Therapy Service o Physiotherapy o Occupational Therapy o Speech and Language Therapy • Locala School Nursing Team • Medical Needs Team • Epilepsy Nurse • Diabetic Outreach Nurse • Educational Psychology External agencies are committed to seeing children and young people in school and sharing information and advice appropriately

Frequently asked questions

1. **How do I decide which is the best school for my child?**

    - *Most schools have websites, and are usually happy to meet with parents to discuss concerns and worries, and allow you to ask questions about how they could support your child.*
    - *Calderdale Council is committed to inclusion and integration for all children and young people, however in some circumstance a child or young person's needs may be best met within one of the Special Schools in the authority – all have strong links to mainstream schools and further information can be found in their Local Offer on their respective websites*
    - *Section 6 of the SEN Code of Practice gives guidance about what you can expect from schools and providers right through from Early Years to Further Education.*

2. **How does the school know if my child needs extra help?**

    Your child's class teacher will
    - *monitor progress and check learning against schools' monitoring and tracking systems*
    - *Talk to previous school and/or class teacher*
    - *Listen to concerns raised by parents and/or other agencies including Health*
    - *Listen to and observe your child particularly if there is a change in behaviour or in the classroom generally*
    - *See Sections 1.1 & 1.5 in the table above*

3. **How will I raise concerns with school?**

    - *All schools will have an open communication process allowing regular contact between home and school*
    - *Contact your child's Class Teacher, Special Educational Needs Co-ordinator (SENCo) or Head teacher*
    - *You can raise concerns at Parents Evenings*
    - *You can ask for support from SENDIASS and/or Unique Ways*
    - *See Section 3.1 & 3.2 of the SEN Code of Practice Involving children, young people and parents in decision making.*

4. **How will school support my child?**

    - *The school SENCo oversees all support and progress for any child who has additional needs*
    - *The Class Teacher will plan work according to each child's individual needs*
    - *If appropriate there may be a Learning Support Assistant working with your child either individually or as part of a group*

- *Schools are committed to ensuring continuous professional development for staff to ensure appropriate training needs are up to date*
- *Shared best practice between schools*
- *See Sections 1.1 – 1.6 in the table above*

5. How are schools' resources allocated and matched to children's special educational needs?

- *All schools receive an additional amount of money to help make special educational provision to meet the SEN needs of individual children and young people. This is called the "notional SEN budget". (Special educational provision is anything that is provided to meet a child's or young person's SEN that is additional to or different from provision made for all children.)*
- *Schools will assess individual needs and look to provide additional support identified within the local offer.*
- *If schools' believe that a child or young person's needs cannot fully be met using this funding, they can consider requesting* ***an EHC Needs Assessment****. This will always take place through consultation with parents/carers and will take in to account the views of the child or young person.*
- *See Section 6.7 of the SEN Code of Practice Funding for SEN Support and Section 7.3 Considering whether an assessment is necessary*

6. How are decisions made about what type and how much support my child/young person will receive?

- *Schools use baseline assessments to monitor attainment and progression. If progress isn't being made and a child or young person is not achieving within expected age appropriate levels , the SENCo or class teacher will discuss with you how school will support your child*
- *In addition to the point above if you have concerns about your child's progress or have any other concerns not necessarily just around education, talk to the class teacher in the first instance.*
- *The type and amount of support will be decided using a graduated response i.e. more significant needs will require a higher level of support and may use advice and guidance from other professionals, whereas a much lower level of need may only require short term support or distance shadowing for example.*

7. How will I know if the support is working?

- *The SENCo or Class Teacher will meet with parents regularly to set and review targets (this could be at Parents' Evening or individual pupil meetings)*
- *Supporting your child with homework will give you regular opportunities to look at how your child has progressed but will also help you to identify areas where he/she might be struggling*
- *Ask your child how the school day has gone – feedback to the Class Teacher any positives and negatives*

8. **What support will there be for my child's overall wellbeing?**

- *Class Teachers have responsibility to ensure all pupils are happy and engaged in all school activities – if not they will seek advice and guidance from the SENCo and other Senior Leaders and will talk to parents*
- *Schools run different types of nurture activities and will identify suitable programmes tailored to meet the needs of pupils for example friendship groups*
- *See Sections 1.1, 2.2, 3.1, 3.2, 4.1 & 4.2 in the table above*
- *See Section 6.3 of the SEN Code of Practice The four areas of special educational need*

9. What support will my child have around transition between key stages including transition to secondary school?

- *Primary and Secondary staff work successfully together around transition planning and links between the two ensure children and young people are familiar with structures and routines*
- *All Calderdale Schools are committed to a transition day during the summer term where Year 6 pupils visit their allocated secondary school*
- *Children and young people with SEN will usually be given further opportunities for visits according to their needs*
- *Sometimes staff from secondary schools will observe prospective pupils in primary schools in order to determine how best to meet their needs*
- *All Calderdale Schools are committed to transition between key stages and will each have an individual approach – further information will be found in Schools' Local Offer*
- *Children, young people and their families will be given opportunities throughout the year to discuss concerns and gather information via Parents' Evenings, transition planning meetings and individual meetings with school staff where appropriate*

10. What clubs and activities do schools offer during lunch times and after school?

- *Most Calderdale Schools offer a range of supervised lunch time and after school clubs and some offer activities during school holidays – detailed information will be found in Schools' Local Offer or on Schools' websites.*

11. Who can support me if I don't know the answers to questions or concerns I may have?

- *In Calderdale we have organisations that can help you to find out information*

  - Unique Ways 01422 343090
  - SENDIASS 01422 266141
  - *See Section 9 of the SEN Code of Practice Resolving Disputes*

12. What other outside agencies and specialist services can schools access, including health, therapy and social care services?

The following is a list of services available to support schools, children and young people. Some have been referred to in the individual sections above.

- *Specialist Inclusion Team –support for pupils with a diagnosis of ASD, hearing impairment, visual impairment and physical impairment, AAC*
- *Virtual School – educational support for Looked After Children (LAC)*
- *Children's Therapy Service*
  - *Physiotherapy*
  - *Occupational Therapy*
  - *Speech and Language Therapy*
- *School Nursing Team*
- *Medical Needs Team*
- *Epilepsy Nurse*
- *Diabetic Outreach Nurse*
- *CAMHS (Child and Adolescent Mental Health Service)*
- *Educational Welfare Service*
- *Early Intervention Single Assessment (EISA)*
- *Referral to the Early Intervention Panel Team*
- *C&K Careers – Secondary School from*
  - *Year 9 onwards*
- *SENDIASS – impartial support and advice for parents, carers and young people*
- *Unique Ways – support for disabled children and young people and their families*
- *Independent Travel Training*
- *See Section 6.9 of the SEN Code of Practice External support in educational settings*