



Parent Partnership Service

Provision for Special Educational Needs (SEN)

You can contact us at:

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I am worried that my son is making less progress than the other children in his class. What should I do?

It is important that you discuss this with your son's school/early years setting. Make an appointment and explain your concerns as fully as you can. It may help to make a list of all the things that you would like to talk about and take it to the meeting with you.

You are an important source of information and the school/early years setting should seek to work actively with you, record your observations of your son's progress and keep you as fully informed as possible about the things that are being done to meet his needs.

The staff at my child's school/early years setting think that my daughter may have special educational needs (SEN). What happens now?

The school/early years setting will collect information about your daughter from all the staff who work with her and they will also ask you for your views and any information that you can provide about her progress.

If it is concluded that your daughter might need further support, the school should seek the help of the Special Educational Needs Co-ordinator, the SENCO (Area SENCO if your child is in an early years setting). You may hear this action referred to as **School Action/Early Years Action**, this simply means that work is being done within the school/early years setting to help meet the special educational needs that your daughter has.

What difference will this make to the work that she does in school/early years setting?

In **school** the curriculum should be differentiated in order to reflect the individual needs of your child; details of this will be in your child's Individual Education Plan (IEP), or Provision Map. The school should provide a teaching programme for her that is *additional* to or *different from* the usual curriculum.

In **early years settings** the staff should provide a programme of activities for your daughter that is *additional* to or *different from* the usual activities provided for the other children.

Does this mean that she will not do the same things as the others in her class?

No, she will still be part of her class group but she will receive some extra support or support that is different from the others in her class. This support will be carefully planned and will aim to provide the specific help that she needs.

My son's teacher/nursery key worker says that he will have an IEP. What does this mean?

An IEP is an Individual Education Plan, which should be accessible and understandable to all concerned.

Some schools/early years setting call the IEP by a different name (such as a Provision Map) but whatever the plan is called it should document the targets and provision needed to meet your child's needs.

The appropriate staff at your son's school/early years setting should arrange a special meeting to discuss the IEP with you. They should, if possible, also talk to your son about his IEP.

The IEP should only record the provision for your son that is additional to or different from the curriculum plan that is in place as part of normal school/early years setting provision. It should focus on three or four key targets, which you may be able to adapt to support your child at home, and should include:

- Information about the short-term targets set for him e.g. to identify the beginning and end sound of a spoken word on three separate, consecutive occasions.
- The teaching strategies and provision to be put in place by the school e.g. dictated words, point and match games/I Spy games.
- The IEP should be SMART:
 - S**pecific – e.g. use point and match games
 - M**easurable – e.g. on 3 separate occasions
 - A**chievable
 - R**elevant – e.g. to your child's needs
 - T**ime Bound – specified time period when progress is measured.
- When the plan is to be reviewed. There should be at least two reviews each year and these should be held at regular intervals. Both you and your child, where appropriate, should be involved and given an opportunity to discuss progress. Ongoing monitoring should occur between reviews.
- Success and/or exit criteria.
- The outcomes and progress that he makes (when reviewed).

Your child's teachers/key workers should have a copy of his IEP and take it into consideration when planning lessons/activities.

My daughter has been receiving extra support for some time now but she does not seem to have made any progress. What can I do?

You need to discuss your daughter's progress with her class teacher/key worker who will be able to give you any information that the school/setting has on the progress that she is making.

There are a number of things that the school/early years setting will look at when considering whether your daughter needs more help than she is currently receiving. For example:

- Has she continued to make little/no progress over a long period?
- Does she continue to work at a level that is **substantially** below that expected of children of a similar age?
- Does she have emotional or behavioural difficulties that **substantially** and **regularly** interfere with her own learning or that of others in her class?
- Does she have specific needs that require additional equipment or regular visits for direct support or advice from specialist services?

If it is decided that she needs more help, what happens next?

If the school/early years setting needs to seek support from specialist services outside the school/setting, what is known as **School Action Plus/Early Years Action Plus** is put into place. This means school support/early years support plus the involvement of external support services who can:

- Provide advice on IEPs and targets
- Provide more specialist assessments
- Give advice on new or specialist strategies or materials

Who might these specialists be?

This will depend upon the needs of the particular child. The services that are often brought in include:

- **Educational Psychology:** Educational Psychologists (EPs) have specialist knowledge in child development and education. Their role is to support and advise parents, schools and children on a range of educational difficulties, which include emotional, learning, physical, medical and behavioural problems. They are part of the Community Education Teams which operate out of 3 area bases in the county.
- **Learning Support Team (LST).** **Schools** have access to this service, which has specialist teachers who are able to help schools support children who have learning difficulties (including specific learning difficulties, dyslexia and dyspraxia).

- **Behaviour Support Team (BST). Schools** have access to this service which gives guidance and support for children with emotional/behavioural difficulties. They provide a full-time curriculum for permanently excluded pupils in the Short Stay Schools (formally PRUs). They are involved in the planning and support for the re-integration of permanently excluded pupils into mainstream schools.
- **Integrated Services - Specialist Support (ISSS)**
ISSS is made up of 7 specialist support teams:
 - The Alternative & Augmentative Communication Assistive ICT Team (AAC): For children with limited verbal communication they can provide advice on technological aids.
 - The Complex Communication Difficulties/Autism Team (CCD): Support for learners with a complex communication difficulty or an Autism Spectrum Disorder at Early Years Action, School Action Plus or Statement of Special Educational Need. The team provides assessments, advice and support for pupils, staff and parents to provide individual programmes, which are creative, flexible and tailored to the learner's individual needs.
 - The Further and Higher Education Team (F/HE): Support for post 16 learners with a sensory impairment or Autistic Spectrum Conditions in colleges.
 - The Hearing Impaired Team (HI): Support for learners with a hearing loss and their families from 0-18+. They provide a range of audiological and educational advice and support to develop independence.
 - The Multi-Sensory Impairment Team (MSI): Support for learners who have a combination of vision/hearing loss and additional disabilities.
 - The Visual Impairment Team (VI): Strategies and support for learners from 0-18+ who have a visual impairment, which cannot be corrected by glasses.
 - The Medical Education Team (MET): Support learners with medical difficulties which prevent them from attending school and which are evidenced by a written request for support from a medical consultant.

- **Physical Disabilities Outreach Team.** This service supports pupils with physical disabilities who are being educated in mainstream schools by providing advice and guidance on access needs, adaptations and specialist equipment.
- **Inclusion Outreach Worker.** Provide advice and support to all staff within **mainstream schools** who are working with children of statutory school age and have statements of SEN for moderate or severe learning difficulties. They also monitor and provide support for the learning resource centres in Worcestershire.

The school/early years setting should consult with you about the services that might be involved in the support of your child and explain why they have been asked to give advice. You should be kept fully informed at all times.

How will the professionals from these services assess my child?

Outside professionals mentioned above will usually observe your child in their normal setting if this is appropriate and practical. This will enable them to assess your child's needs and advise the school/early years setting on new and appropriate targets for your child. They will also be able to provide advice on the ways in which the school can help your child achieve the targets that are set.

Will I have to pay for this extra support?

No, each **school** is allocated an amount of money in its budget to help fund SEN, which is allocated on the basis of a formula, which is adjusted annually. In addition to this, all mainstream schools are allocated up to and including 15 hours support for any pupil with a Statement of SEN, through Pupil & School Support. In exceptional circumstances, additional funding is allocated to make provision for High Level Need, as identified in a statement of SEN.

In **early years settings**, every child aged 3 and 4 years old is entitled to five free early education sessions per week during term time. This includes all costs associated with meeting the needs of every individual child during those sessions.

Will my child have one-to-one support?

For a very small minority of children one-to-one provision may be appropriate but this is not necessarily the appropriate route for all children. What is important is that your child has an effective individualised programme to enable him/her to learn. This might involve using different learning materials or special equipment or the training and development of staff to enable them to introduce more effective teaching strategies.

If you would like more information about special educational needs, you can contact the Parent Partnership Service.

The Parent Partnership Service

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SEN Services

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Special Educational Needs Code of Practice

Ref: DFES 0581/2001
Copies obtained from Department for Education Publications
Department for Education, Castle View House, East Lane,
Runcorn, Cheshire, WA7 2GJ
Tel: 0870 000 2288
www.education.gov.uk

ACE – The Advisory Centre for Education

Unit 1c, Aberdeen Studios, 22 Highbury Grove,
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