

Special Education Needs Factsheet

Children with Special Education Needs (SEN) all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Many children (about 1 in 5) will have special education needs at some time in their education. They may need extra help or different help from that given to other children of the same age.

The Special Education Needs Code of Practice is a Government guide for identifying and meeting children's special educational needs. It states that:

- All children with special educational needs should have their needs met.
- The special educational needs of children are usually met in mainstream schools or settings.
- The views of the children should be sought and taken into account.
- Parents* have a vital role to play in their children's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant curriculum.

(* the term 'parent' refers to both parents and carers)

The Code of Practice identifies a **graduated approach**, which recognises that children learn in different ways and can have different levels of special educational need.

A small number of children who have complex special educational needs (nationally 2% of school aged children) will require a **Statement of Special Educational Needs**, a document which describes a child's special educational needs and the provision they should receive.

Schools in Northumberland are funded to support pupils with a broad range of special educational needs. Most children with special educational needs will not need a statement because their needs can be met within the schools resources.

What support is available to parents?

Every Local Authority is required to have a Parent Partnership Service to provide impartial information, advice and support to parents with special educational needs so they can make informed decisions about their child's education. You can contact the service on 01670 533694.

The Parent Partnership Service has a team of trained volunteers called Independent Parental Supporters who work directly with parents. Voluntary organisations and parent support groups can also offer advice and support.

Your Guide to The Graduated Approach to Special Educational Needs

The Process, **What happens** and **What parents can do**

Identification of possible special educational needs.

- **Concerns are raised about a child's progress**
- **Provide information on your child and work in partnership with the professionals involved.**

Assessment

- **Assessments are made to look at your child's attainment and progress**
- **Keep records of all information sent or received.**

Differentiation of the curriculum

- **The teacher makes changes to how the curriculum is presented; taking into account the child's learning needs.**
- **Share the information on what you think might help your child. Find out how the curriculum will be differentiated. Check progress.**

School Action and Individual Education Plan (IEP) or Provision Map.

- **The teacher provides help that is extra or different to the normal curriculum. Parents should be informed about what help will be given, who will provide it, short term targets, review arrangements and how they can help.**
- **Monitor progress with the teacher or Special Needs Coordinator (SENCO). Keep all records of information received or sent. Check how targets will be monitored. Support your child at home.**

School Action Plus and new IEP or Provision Map

- The school consults parents about asking for advice from external support services.
- Continue to give input and support. Discuss any concerns. Work in partnership with involved professionals.

Request for Statutory Assessment - a detailed investigation of a child's special educational needs. Can be requested by schools or parents.

- Local Authority decides whether to go ahead with a Statutory Assessment based on evidence provided by the school on a child's SEN and what has been done to help the child's progress.
- Discuss how to help your child with the professionals involved. Give your views. Keep records of everything. You have appeal rights to the SEN and Disability Tribunal (SENDIST) if the Local Authority decides not to carry out a statutory assessment.

Statutory Assessment.

- Local Authority requests advice from parents and involved professionals and decides whether a statement is required.
- Contribute advice for the statutory assessment.

Statement of SEN

- Local Authority produces a statement - a legal document which describes a child's special educational needs and the provision they should receive.
- Give your views. You have appeal rights to SENDIST if you do not agree with the contents of the final statement. The statement will be reviewed on an annual basis, although you can ask for an earlier review if you are concerned with your child's progress. Contribute to the review.

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- When a statement is deemed unnecessary, the Local Authority will explain their reasons.
- Give your views. You have appeal rights to SENDIST if you do not agree with the Local Authority Decision.