

Working with disabled children,
young people and their families



Special **E**ducational **N**eeds and **D**isability
Information **A**dvice and **S**upport service

Formerly Parent Partnership

SEND Information, Advice and Support



Our aim:

- equip parents with extra skills and confidence to nurture and develop their disabled child
- enable disabled children to have a happy childhood
- support teenagers and young adults to develop practical, social and interpersonal skills, challenge discrimination and achieve their goals
- provide parents with support and breaks from the pressures of caring for a disabled child
- provide fun activities and support for siblings of disabled children and young carers
- promote inclusion

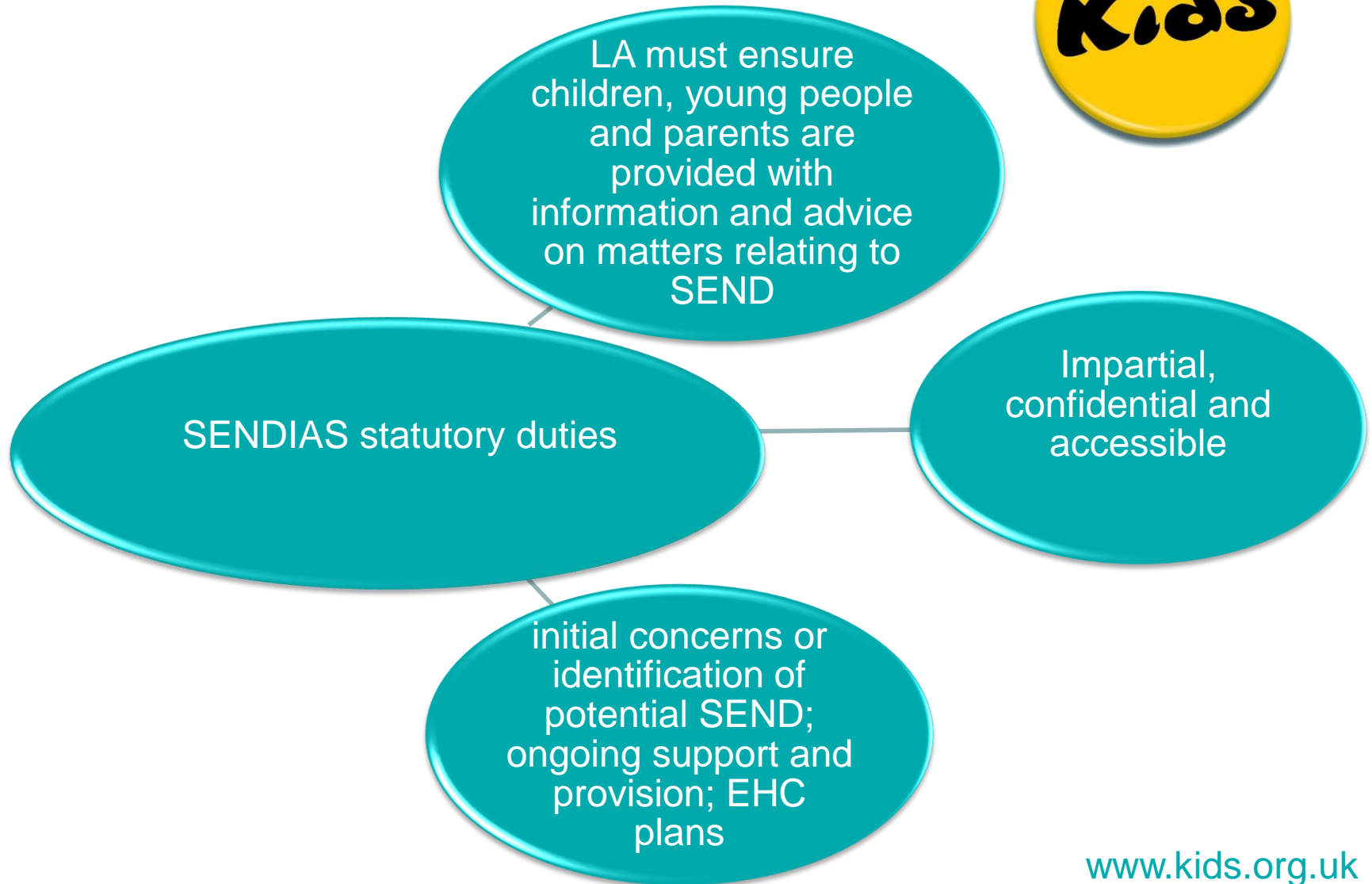
We support over 8,000 disabled children, young people and their families every year by delivering around 125 services across England.



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Department
for Education


Department
of Health

Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

The SEN Code of
practice, written to
implement the
Children and Families
Act 2014.



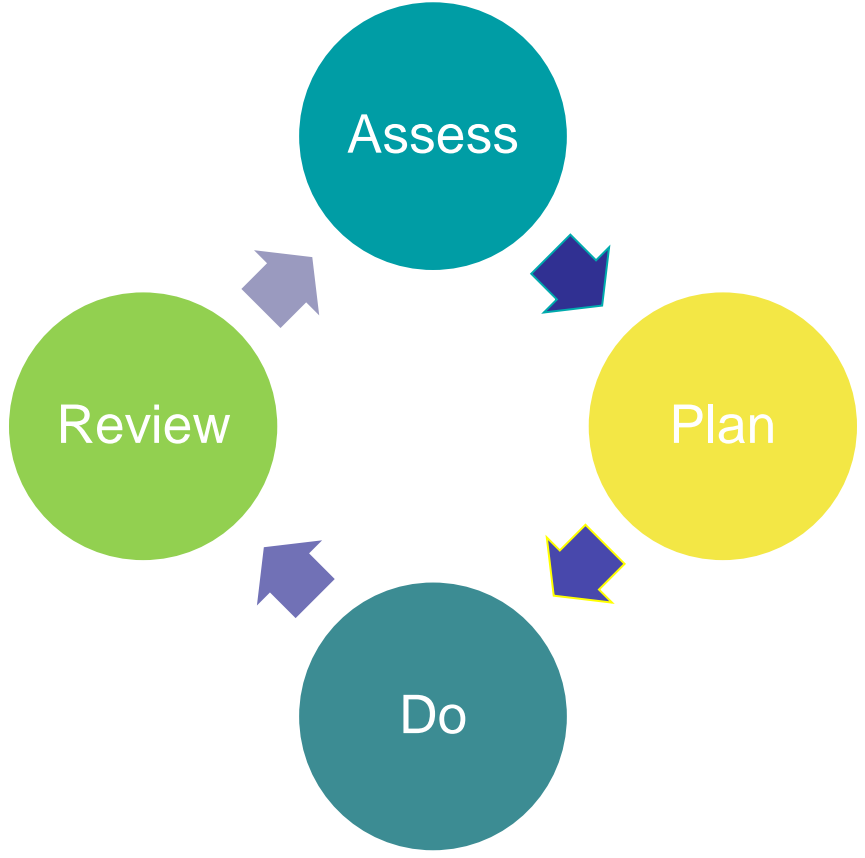
How does the Code of Practice define SEN in the school setting?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

However,

- Slow progress/low attainment do not necessarily mean that a pupil has SEN;
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEN.

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SEN Support in mainstream schools

This is about the support that mainstream schools must and should provide for children with SEN. The SEND Code of Practice says:

- All children and young people are entitled to an education that enables them to make progress so that they:
 - achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training

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The duties on schools to make SEN provision

The SEND Code of Practice says mainstream schools **must**:

- *use their **best endeavours** to make sure that a child with SEN gets the support they need*
- *ensure that children and young people with SEN engage in school activities alongside pupils who do not have SEN*
- *designate a teacher to co-ordinate SEN provision – the SENCO.*
- *inform parents when they are making special educational provision for a child*
- *Publish an SEN information report: to include admission of disabled children, facilities provided; accessibility plan*



Role of the SENCo

- ❖ With Head & Governors: strategy on spend of notional budget
 - ❖ Overseeing school's SEN policy
- ❖ Co-ordinating provision / Graduated Approach (Assess, Plan, Do, Review)
 - ❖ Liaising with Parents, Professionals & next schools
 - ❖ Key point of contact eg Local Authority / support services
- ❖ Work with Head & Governors on reasonable adjustments & access arrangements
 - ❖ School SEN records



Who decides what SEN support my child has?

If you think your child may need SEN support: talk to form teacher and/or SENCO

Otherwise....

Teachers & leadership team oversee assessments of progress for all pupils.

School then decides if your child needs SEN support and should then talk to you

If you are not happy about the support your child has you can ask to talk to the SENCo (or Inclusion Manager) or head/deputy head



A graduated approach

Where a pupil is identified as having SEN, schools should take action to **remove barriers to learning** and put effective special educational provision in place.

(6.44)

Schools must provide aids and services to prevent disabled children being disadvantaged:

Reasonable adjustments

must be made

(6.9)

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Communication

The key to getting your child the help they need

- YOU know your child best
- You understand how ADHD affects them
- You already have strategies that work



- School wants to manage behaviour
- School wants to remove barriers to learning
- School must use 'best endeavours' to ensure pupils' needs are met

Where communication is two-way, schools can benefit from parents' insight into their child's behaviour and emotional needs and parents can benefit from a happier pupil who feels engaged with education



When things are not going well.....

Meet with SENCO and teacher

Meet with alternative person (eg Deputy Head)

Plan for these meetings:

What do I want to achieve? What would my son/daughter want me to achieve?

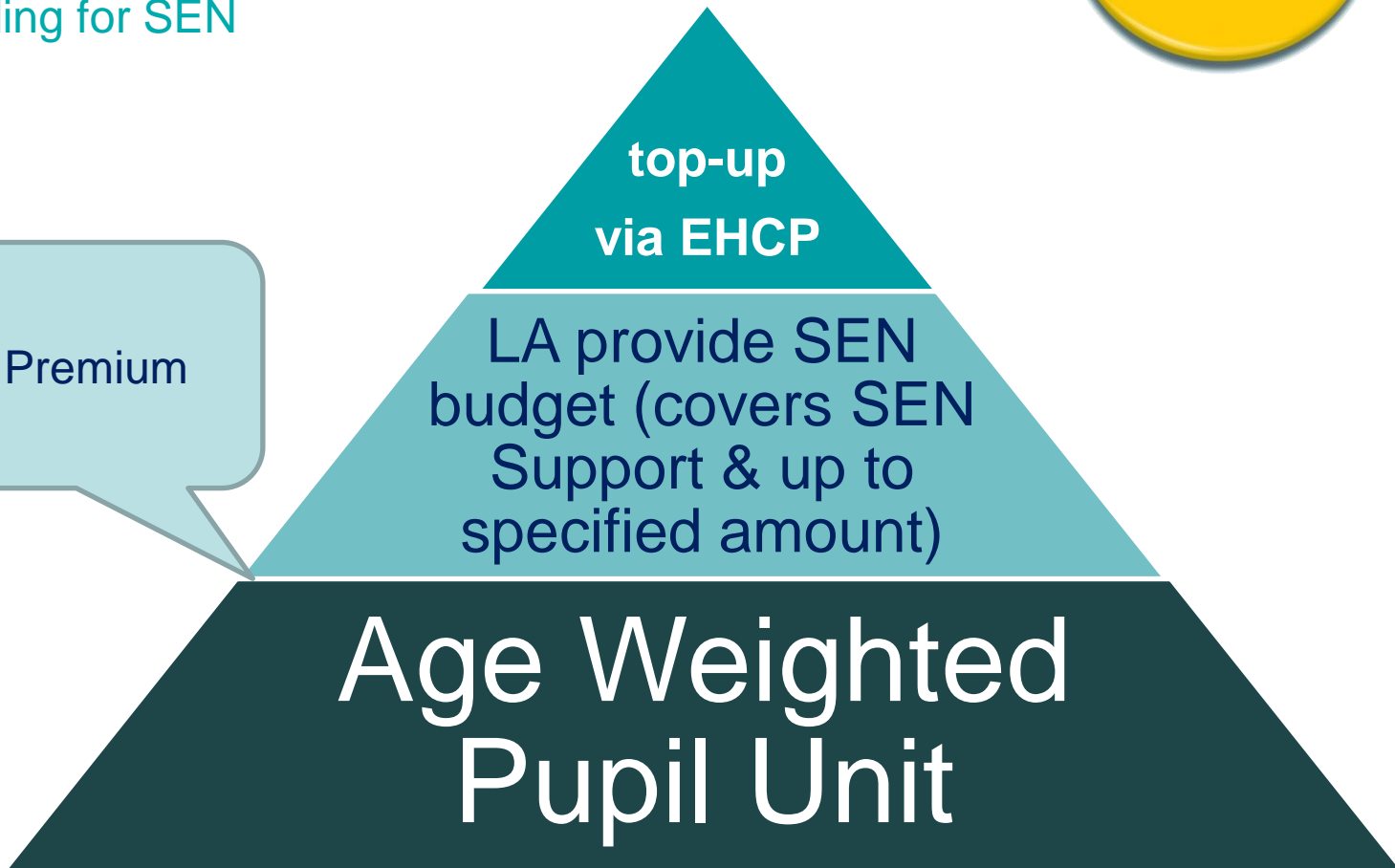
What are the issues? What is the school's approach to them? What changes can be made?

What practical solutions could help the situation NOW? Can the school implement these? How will we measure success?

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Funding for SEN



top-up
via EHCP

LA provide SEN
budget (covers SEN
Support & up to
specified amount)

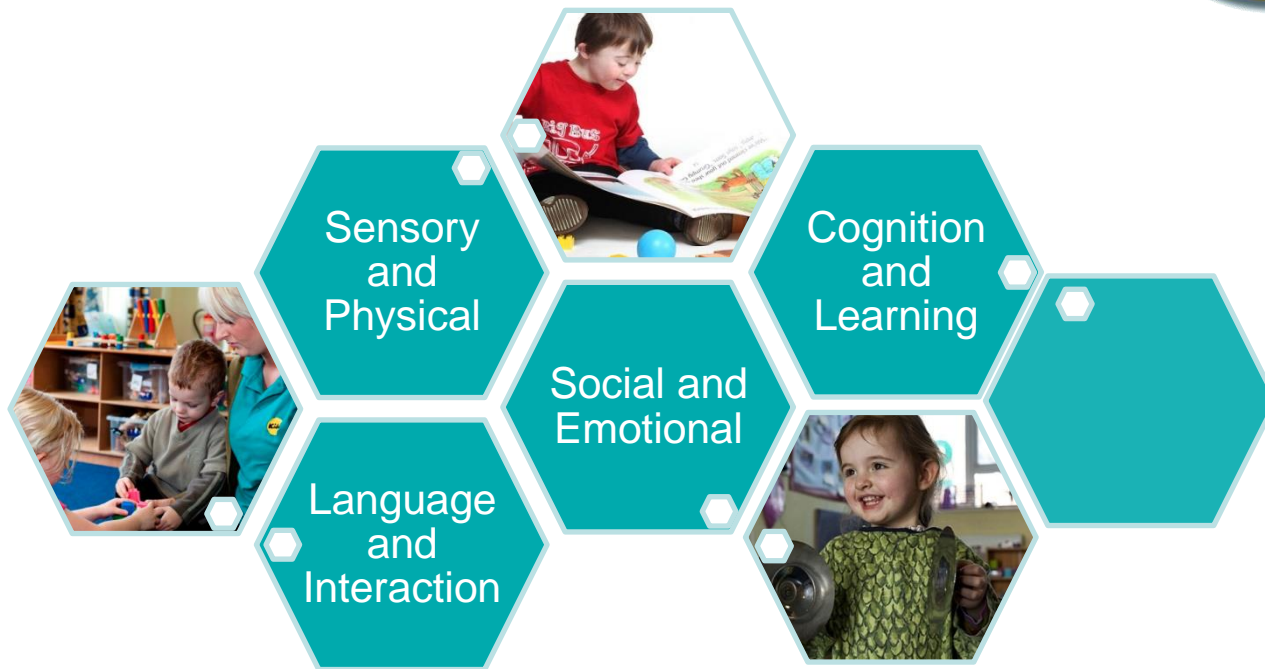
Age Weighted
Pupil Unit

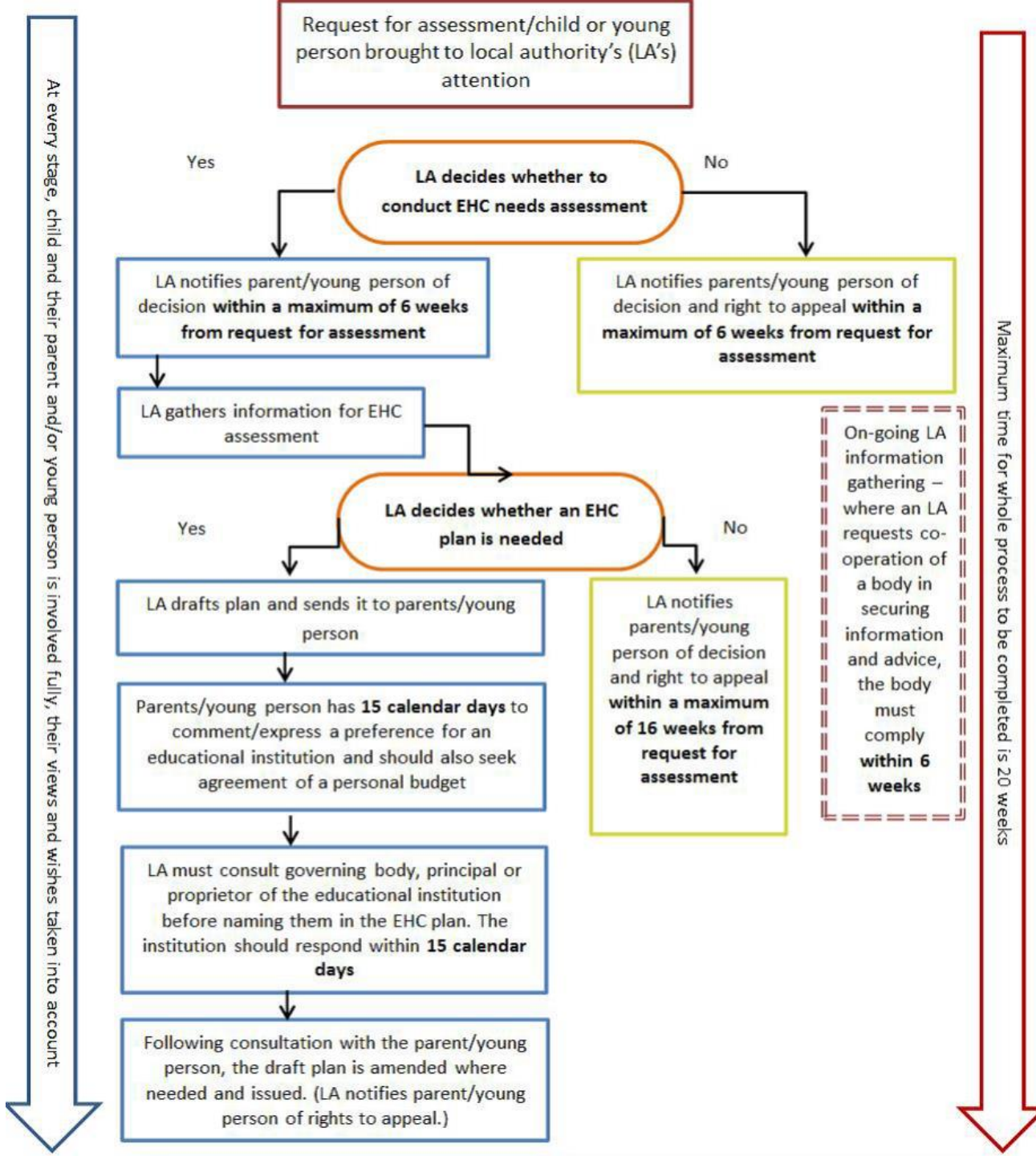
Pupil Premium

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4 Broad Areas of Need





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Other sources of information:

<https://www.afclocaloffer.org.uk/>

<http://www.sendfamilyvoices.org/>

<http://www.iassnetwork.org.uk/>

<https://www.gov.uk/>

And many more!!

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Service

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www.kids.org.uk

With thanks
to

The logo for ADHD Richmond features the word "ADHD" in large, bold, green letters with a black outline, positioned above the word "Richmond" in blue letters with a black outline. Above the "ADHD" text is a silhouette of a person riding a horse.

ADHD
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