



# SEND SUPPORT

PARENT CARER GUIDE – WHAT YOU NEED TO  
KNOW



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**NOTE:** In this Guide: - “Child” is used to mean child (0-16) and young person (16-25) “Setting” is used to mean nursery, school, or college.

## What Do I Do If My Child is Struggling at Nursery/School/College?

1. Talk to your child’s class teacher, head of year or tutor – the person who has most contact with your child every day AND is responsible for your child’s progress. Ask them how they’re reviewing your child.
2. How is he/she progressing compared to other similar aged children?

### Parent-to-parent advice

Although your child sees their **LSA** (Learning Support Assistant) / **TA** (Teaching Assistant) every day, remember it is their teacher/tutor/head of year who is responsible for planning to meet their needs

### Top Tip:

Ask for copies of the records the setting is making about your child’s progress, and the actions they are taking. You should be told and asked for your permission if they are referring to other agencies.

3. See if the staff have concerns too. Perhaps your child’s difficulties are things that all children may experience some time. If not persist by asking for information on all types of progress – academic, social and developmental.

### Top Tip:

If a Health professional is already working with your child (health visitor, GP, paediatrician, physio, etc.), you may raise your initial concerns with them. Ask them to copy in the SEN Co-ordinator (SENCO) at your child’s setting with any letters/advice.

### Examples of your concerns

- ❖ Does your child play alongside other children, rather than with them?
- ❖ Does your child seem to have great difficulty completing their homework and can’t tell you what the lesson was about - resulting in lots of detentions?
- ❖ Has your child become really anxious about going to their nursery/school/college?

4. If your child has a serious health and/or care issue, find out how the setting is coping? Does the setting have an individual Health Care Plan for the child?

5. How is the setting sharing important information about your child amongst other staff – within the setting, and with other agencies?
6. During any discussion, keep a record of agreed actions. Then, next time you meet, you can ask to see progress against these actions.

### Key Questions:

- ❖ What are they going to do?
- ❖ Who will do it?
- ❖ When will it be done by?
- ❖ When will you meet again to review progress?



7. The setting has to report to you on your child's progress at least once a year in a written report, as well as at parents' evening(s).

### Key Knowledge:

All settings in Hull should be using a wide range of usual interventions practising Quality First Teaching, which is available to any child as a matter of course, and includes differentiation of tasks.

8. You may find the setting can address any needs using internal resources. These interventions will be covered by the standard budget setting per pupil per year.

**Top Tip:**

Ask the staff to share these ideas they are doing to help your child, so you can try them at home.

9. The setting should be able to tell you all the things they are doing to help your child and if they are making a difference.
10. If these interventions don't enable your child to make progress, your child may have **Special Educational Needs (SEN)** - see next page

**Parent to parent advice:**

**Be Persistent:** If your gut feeling is that something is wrong, don't be put off by the "everything is fine" response given by many settings. Talk to other parents of children at the same setting to see if any others are having similar problems.

Take your concerns higher in the setting (e.g. the Nursery Manager, Head, Inclusion Manager)

**Contact Hull SENDIASS (SEND Information Advice & Support Service.)**

**01482 467540**

## What are "Special Educational Needs"?

**Special educational needs and disabilities (SEND) can affect a child's ability to learn. They can affect their:**

- Behaviour or ability to socialise, e.g. they struggle to make and keep friends
- Academic progress, e.g. reading, writing, and maths
- Ability to understand things and follow instructions
- Concentration levels and ability to remember things
- Physical ability to join in all the activities with the other children
- Ability to cope with a busy education environment.

### ***The Law says...***

“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.”

### **The SEND code of practice says...**

“A child must have significantly greater difficulty in learning than the majority of children of the same age, or has a disability which prevents use of what is normally available in mainstream settings.”

## Some difficulties may NOT be SEN

- ❖ Your child may be responding in usual ways to difficult life events, for example: -
- ❖ They may display changes in behaviour due to bullying, bereavement, etc.

- ❖ They may be recovering from an operation or illness and need additional support for a time.
- ❖ Their first language is not English and they are struggling to learn and make friends
- ❖ They are acting as a carer for an adult or a sibling and may not be making consistent progress

### Examples of help available:

If your child's difficulties are not SEN- don't worry you should still get health, pastoral and personal care in the setting, and from outside agencies, for example: -

- Bereavement support.
- Medical and social support
- Classroom support to enable learning, achievement and

- ❖ They may, for various reasons, show disruptive behaviour only with certain teachers or in certain lessons

## What might be causing the SEN difficulties

- ❖ Are there medical or physical issues?
- ❖ Perhaps an underlying condition at the root of the problem?
- ❖ Does your child have very complex difficulties which were identified or diagnosed at birth or soon after?

### Top Tip

Ask the staff working with you (e.g. Consultant, Portage worker, community nurse) if they think an EHC Needs Assessment is required at an early age.

## Help you can seek during this time

### Parent-to-parent advice

Go and talk to a member of Health staff (such as your health visitor, GP, school nurse). Different Health services have different ways that children can be referred for help, or for an assessment for a health diagnosis (if you wish). Search on Hull Local Offer: <http://hull.mylocaloffer.org>

Are you struggling to cope with the practical aspects of life? (e.g. understanding benefits, applying for Disability Living Allowance or Carers Allowance?)

Do your child's struggles at their setting mean they come home and explode with aggression? Is this having such an effect on your family that you feel you need help from local services?

### Contact an organisation that has parent carer support workers:

Cerebra:  
<http://w3.cerebra.org.uk/help-and-information/>

Citizens Advice:  
<https://www.citizensadvice.org.uk/>

Contact a Family's Free Helpline:  
0808 808 3555

Are you feeling isolated and want to meet with other parents in similar situations, and find mutual support?

### Parent-to-parent advice

Find a support group run by other parent carers who have children with similar difficulties

Do you want to find places to take your child which suit their particular difficulties, and with activities they can do?

### Top Tip:

Where you can go to look for help and support

<http://hull.mylocaloffer.org>

If the setting determines that your child has Special Educational Needs (SEN), it should offer extra provision different to what all other children get. This is known as **Special Educational Needs (SEN) Support**

## What is Setting-based SEN Support?

1. Once the setting has told you they are providing SEN Support (something they **must** tell you), they will start SEN Graduated Approach, based on the **Assess, Plan, Do, Review** cycle.

### Examples of external advice available, which the setting will then implement

Educational Psychologist (EP)  
 School Nurse  
 Specialist Teaching Services  
 ASD Outreach Team  
 Health (e.g. speech & language, physio, and Occupational therapists)  
 Primary mental health specialist.  
 Social Care Services

The amount of help the external agencies can provide is detailed in their 'Core Offer' to settings, which vary with each profession. Settings and parents can purchase more support if they wish.

2. The setting can use internal resources (their own staff and expertise) and external resources to help your child.

These interventions will be covered by the setting's delegated SEN budget (money they already have in their budget to meet the needs of children with SEN – up to an extra £6000 per pupil per year).

### Parent-to-parent advice

It is well worth making some notes about what you want to say at the meeting – any concerns you have, what you think is working well and not so well.

3. The setting should be meeting with you at least 3 times a year to:

- ❖ review progress
- ❖ agree outcomes
- ❖ agree next steps
- ❖ draw up a new plan

### Top Tip:

The setting can NOT ask you to take your child home because they cannot cope with them. This would be an illegal exclusion. Also, they cannot require you to come into school to support your child

4. This information will be recorded.

5. You and the setting can agree that there are periods of time when your child should not be at school. If your child has a part-time timetable agreed with you as part of their **Assess, Plan, Do, Review** cycle – it should be for a short period only and constantly under review.

6. The setting will continue assessing your child’s needs using a graduated response in order to find what sort of help makes a difference, and to which aspects of their needs. The setting may find: -

**Parent to parent advice**  
 It is common for a child with SEND to show different behaviour at the setting than they do at home. Some problems won’t be resolved unless everybody looks at the whole child/family

- ❖ The support helped, your child has overcome their problem, and they no longer need SEN Support.
- ❖ The support is helping and your child will continue to need SEN Support.
- ❖ Your child needs more/further support.

7. You can ask the setting at any time to see your child or young person’s record

8. These interventions might be sufficient to enable your child to make progress. They might be needed long-term to enable your child to continue making progress.

**Parent to parent advice:**

Even if the setting has been very helpful and put in place a lot of support, it is okay to point out if your child is not making adequate progress.

9. There may come a time when the setting suggests that since your child is making progress, their level of support can be decreased. Any changes in the level of support should be agreed by you.

**Parent-to-parent advice:**

This support should only come to an end if the setting and you agree that your child has reached all their outcomes and become a confident learner

10. If your child moves setting, find out how the new setting will meet their needs. The new setting might be able to meet your child's needs in a different way/using their resources.

**Parent-to-parent advice:**

- 1) Meet the SENDCo in the proposed new setting.
- 2) Discuss their needs before they transfer there and find out how they will meet those needs.
- 3) If it feels like the right place for your child, make sure that a proper transition process is put in place between the existing setting and the new one.
- 4) Take part in Transition activities.

## Expectations of Provision to Ensure Best Outcomes for SEND Children

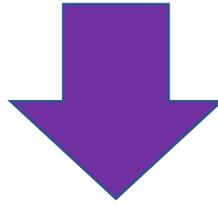
### Element 1: The Universal Offer

- ❖ Provision for all learners
- ❖ School level
- ❖ Governors monitor/publish the SEND offer & Annual Report (impact of SEND provision).
- ❖ Teaching and learning policy reflects equality & accessibility & is evident in practice
- ❖ Curriculum meets the needs of all learners
- ❖ Well trained staff confident meeting needs of vulnerable (links to performance management arrangements)
- ❖ SENCO is qualified with sufficient dedicated time
- ❖ Good quality teaching - weak teaching addressed
- ❖ Strategies to improve the outcomes of all current and future pupils – attainment, closing the gap, attendance,
- ❖ behaviour & well being
- ❖ Inspire parent confidence & liaise regularly
- ❖ Changes & transitions are planned for
- ❖ Joined up plans are in place e.g. CAF, TAC, medical care plan.
- ❖ Welcoming, safe and empathetic ethos promotes good behaviour, understanding & acceptance of needs - including peer group.
- ❖ Class level
- ❖ Know the pupils – teach every group & continually assess
- ❖ Range of teaching & learning styles - scaffold learning & address misconceptions
- ❖ Multi-sensory resources creatively used - all learners/all ages - no stigma attached
- ❖ Confident learners not overly dependent on adults no
- ❖ ‘Learned Helplessness’

## Element 2: The Targeted Offer

- ❖ Additional educational support provision (notional SEN budget).
- ❖ Additional assessment & analysis informs choice of intervention
- ❖ All staff have awareness/specialist training in needs of children they work with - Taught MORE by qualified teacher not less
- ❖ SENCO/key staff have undertaken relevant specialist training and developed provision map of interventions which are time limited, pre-formulated, carefully matched to learners' needs & require minimal adaptation e.g. appropriate computer software.
- ❖ Support is planned and reviewed by the class/subject teacher in collaboration with parents and the learner at least three times a year.
- ❖ Additional support and advice may be sought – \*SENDIASS, \*IPASS,
- ❖ \*EP, \*Portage, Paediatrician, \*CAMHs, etc
- ❖ Adapted programmes – curriculum, environment (including specialist equipment), communications/interactions.
- ❖ SEN support is recorded on the school's information system.





### Element 3: The Specialist or Personalised Offer

- ❖ Individualised programmes and involvement of services.
- ❖ Personalised interventions specific to needs - person centred outcomes.
- ❖ Advice/support/interventions from other specialist services (education, social care and health) is sought, implemented, monitored & reviewed.
- ❖ Work closely with parents & learner to agree & review aspirations, interventions & progress.
- ❖ High Needs funding (element 3), or support from services, may be allocated as part of EHCP request (or without issue of EHCP where there is sufficient endorsement of other professional services)
- ❖ Coordinated approach to the needs of the child

\***SENDIASS** (Special Educational Needs And Disabilities Independent Advice Support Service) **IPASS** (Integrated Physical and Sensory Support Service) **EP** (Educational Psychologist), **Portage** (Pre-school Support Service), **CAMHs** (Child & Adolescent Mental Health)

You can find further information on SEN Support in Hull Schools, The Graduated Approach and Assess, Plan, Do, Review here:

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3086>

## Hull SENDIASS (Special Educational Needs and Disabilities Independent Advise Support Service)

Delivers impartial high-quality information and advice to parents and young people on matters around Education. They offer support with Education, Health and Care Plans, Appeals, support in meetings, mediations etc. Contact: 01482 467540 Email [sendiassduty@kids.org.uk](mailto:sendiassduty@kids.org.uk)

The type and range of support offered at Hull SENDIASS includes:

Information regarding the local offer, local policy and SEN/ disability law from independently trained staff

Advice for parent/carers, children and young people on gathering, understanding and interpreting information and applying it to their own situation

Personalisation of personal budgets

Information on the local authority's processes for resolving disagreements, its complaints procedures and means of redress

Signposting children, young people and parents to alternative and additional sources of local and national information, advice and support

Individual casework and representation where needed including support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person.

Support for parents and young people in managing mediation and appeals to the SEND Tribunal  
<https://www.kids.org.uk/hull-sendiass>

### Find Hull Parent Carer Forum at:

**Web** [Hullparentcarerforum.co.uk](http://Hullparentcarerforum.co.uk)

**Tel:** 01482 499073

**Email** [Hullparentsforum@hotmail.com](mailto:Hullparentsforum@hotmail.com)

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Hull Local Offer <http://hull.mylocaloffer.org>