

Questions you might want to ask:

- Why do you think my child has SEN or a disability?
- How do you know that my child doesn't have SEN or a disability?
- What happens now?
- What extra support is available to support my child?
- How can we help as a family?
- When and how will we review progress and SEN provision?

Who can support me?

The SENCo at your child's school or setting should usually be your main point of contact for discussions about their special educational needs, the additional support they need and the progress this leads to.

SENCo

Contact:

You can also contact the SEND Information and Advice Service (**SENDIASS**) for impartial information, advice and support. Phone 01609 536923 (local rate call) or email sendiass@northyorks.gov.uk

If you would like to speak to someone from the LA please contact the SEN admin team and they will direct your enquiry to a suitable member of the team - phone 01609 535002 or email sen@northyorks.gov.uk.

Charities and other organisations also offer advice and support. You can find out more information about these, and local groups on the local authority's **Local Offer**: <https://www.northyorks.gov.uk/send-local-offer>

Other information?

The Department for Education has published a guide for parents and carers 'Special educational needs and disability: a guide for parents and carers' (2014) <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

This guides parents through the different parts of the SEN Code of Practice 0 - 25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Does my child have special educational needs?

Information and guidance for parents and carers



What are special educational needs?

Children and young people with SEN have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

Many children and young people will have SEN of some kind at some time during their education. Often these needs can be met through high quality teaching and short-term additional support, but some children and young people will need extra help for some or all of their time in education and training.

Four types of special educational need,

Cognition and learning - e.g. if your child learns at a slower pace than others their age, has difficulty in understanding some lessons or subjects, has difficulties with organisation and memory skills, or has a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Communication and interaction - e.g. if your child has speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Social, emotional and mental health difficulties - e.g. if your child has difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs - e.g. if your child has visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Disabilities

Your child might also have a long-term disability and which has an effect on their ability to carry out normal day-to-day activities. Schools and settings have a legal responsibility to make **reasonable adjustments**. This means that they should adapt the environment and their policy and practice so that your child is not disadvantaged.

Does my child have special educational needs?

First of all there's no need to worry. If you think that your child has SEN, you should talk to your child's school or setting. They will discuss any concerns you have, tell you what they think and explain what will happen next.

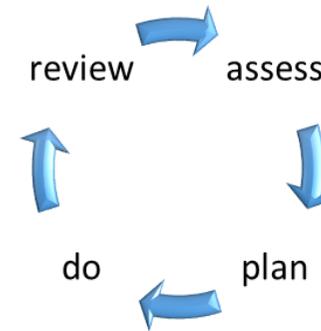
Often SEN are first identified by the school or setting, who **must** then contact you to discuss any concerns about your child's needs. They **must** also tell you if they make special educational provision.

The first step of early identification should be a detailed assessment of your child's needs, with an increased focus on meeting these as part of high quality classroom teaching. Your child may also receive additional small group, or even individual, intervention or support.

Your child's progress will be reviewed and a meeting should be held to discuss this with you. If he or she is still not making progress it may be decided to formally identify them as needing **SEN support**.

SEN Support

Once it has been decided that your child needs SEN Support, their school or setting will put cycles of the **graduated approach** in place:



Assess his or her needs

Plan what additional and different support or intervention is necessary

Do - deliver this additional support and/or intervention

Review - decide on the impact of this and what needs to happen next

The school or setting should draw up an SEN Support Plan, involving you in this planning and in reviewing the plan at least three times a year. The local authority funds schools and settings to meet SEN support needs (in school, this is £6,000 to provide for your child's SEN). Schools are also able to request additional specialist involvement from other agencies. This means that there's a wide range of professionals available to work in partnership with you to meet your child's SEN.