

# Parents' Guide to Special Educational Needs &/or Disabilities (SEND)

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# Abbreviations

These abbreviations may be useful to you when reading this guidance:

SEN – Special Educational Needs

SEND – Special Educational Needs &/or Disabilities SENDCo – Special Educational Needs and/or Disabilities Co-ordinator

LA – Local Authority

TA – Teaching Assistant

EHCP – Education, Health & Care Plan

SENDIASS – SEND Information, Advice & Support Service

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

ASD- Autistic Spectrum Disorder

ADHD- Attention Deficit Hyperactivity Disorder

DFE- Department for Education

ELSA- Emotional Literacy Support Assistant



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# What is SEND?

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (DfE, 2015)*

*“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: 0-25 years)*

Some children with SEND will require additional or different provision as a result of their thinking, understanding, physical or sensory needs, speech language and communication needs, or emotional and behavioural difficulties.



# What is the SEND Code of Practice?

All schools must adhere to the SEND Code of Practice when deciding how best to support children with SEND. From January 2014, it became statutory for schools to operate under the 'Special Educational Needs and Disability Code of Practice 0-25 Years' (January 2015). Previously, schools operated under, the Code of Practice 2014 and the Code of Practice 2001.

The Code of Practice 2014 was brought in to simplify the process of identifying and catering for SEND, to give parents and pupils a greater say in how identified needs are met and to focus more on life outcomes and preparation for adulthood for pupils with complex needs. The Code of Practice now covers pupils and young people from birth to 25 years of age.

## The Code identifies four primary areas of SEND:

- ▶ Communication and interaction
- ▶ Cognition and learning
- ▶ Social, emotional and mental health issues
- ▶ Sensory and/or physical needs

## 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 Code of Practice suggests that teachers should provide a tailored approach to addressing a specific SEND (from one or more of the four categories above) that is impacting on a child's ability to learn.

At Broomfields Junior School, there is a step-by-step, graduated model of action and intervention to support children who have SEND.

Link to SEND Code of practice: [Click here](#)



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# Our Aims at Broomfields Junior School

- ▶ To offer an inclusive curriculum to ensure the best possible progress for all pupils, whatever their needs and abilities
- ▶ Maintain an ethos of care, empathy and understanding
- ▶ Offer a whole staff approach to SEND provision
- ▶ To identify children causing concern as early as possible
- ▶ To ensure that the learning environment matches the pupils' needs
- ▶ To assess, develop strategies, teach and monitor the child's progress to enable the child to make progress and achieve their potential (in academic, emotional, social and/or behavioural aspects of development)
- ▶ To maintain and enhance self-esteem of children who have difficulty in accessing the curriculum or conforming to behavioural norms at school
- ▶ To enable and encourage children to participate in setting targets and contributing to intervention plans
- ▶ To provide support as appropriate for a child's needs, working in liaison with other agencies as necessary
- ▶ To target resources (human and material) as appropriate to achieve the best outcomes and value for money



# Parental Involvement

At Broomfields Junior School, we value the partnership between parents and the school, and we believe that parental involvement is key to a child's success. We communicate regularly with parents to share progress and targets, and we encourage parents to be involved in their child's learning journey. As always, we have an open-door policy, and teachers are available to discuss any concerns or questions.

Our [website](#) directs parents to the [LA Local offer](#), supportive material and external websites with advice and [SENDIASS](#), who offer information for parents and carers.



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# The SEND Code of Practice describes four broad areas of need:

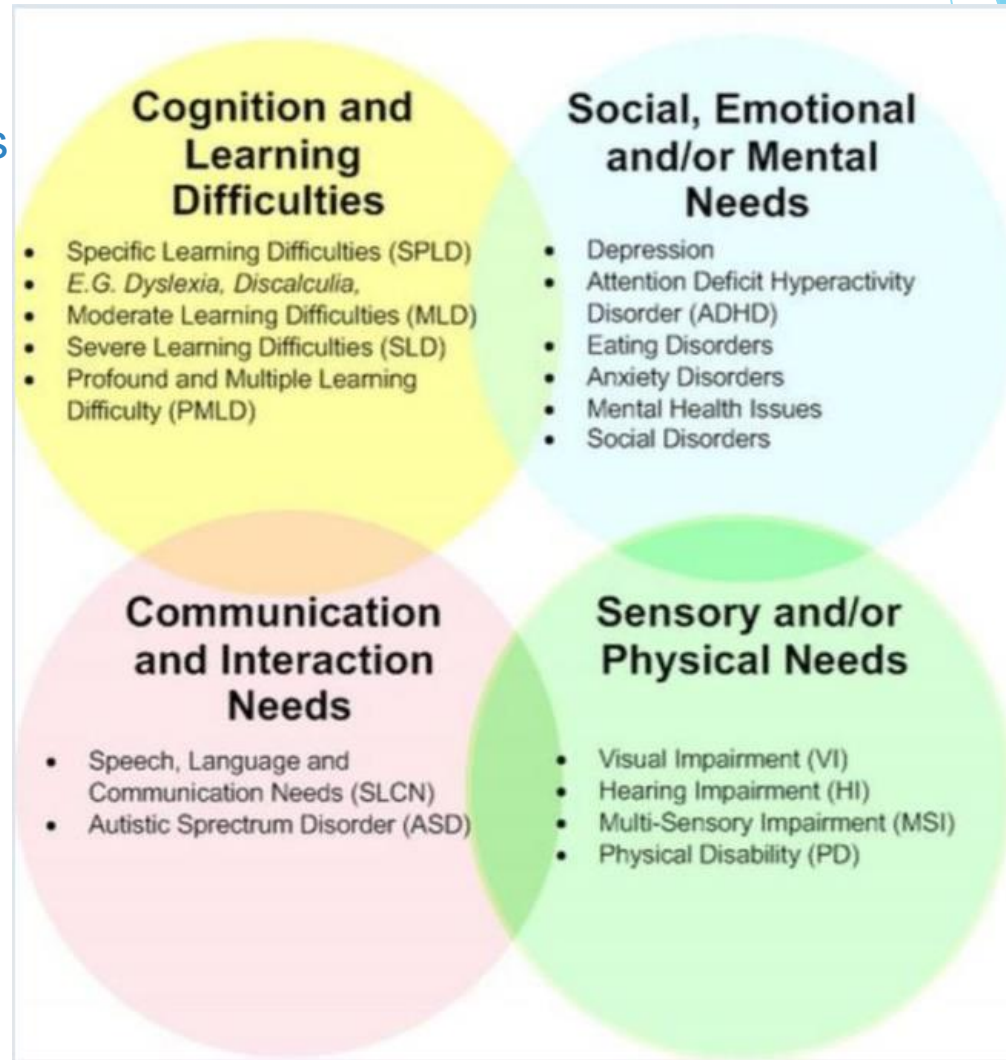
Children are assessed using the four areas of need below, they may have needs in More than one of these areas. The most Significant needs is the primary area of need:

**Cognition and learning**

**Communication and interaction**

**Social, Emotional and Mental Health**

**Sensory and Physical**



# Cognition and Learning

Within this broad area of need there are learning difficulties which may be moderate or severe (LD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD). Specific learning difficulties encompass a range of conditions including dyslexia (a difficulty with accurate and fluent reading and spelling), dyscalculia (a difficulty with number and calculation), and dyspraxia or 'developmental coordination disorder'.

## Further resources are available as follows:

<https://www.bdadyslexia.org.uk/> - The British Dyslexia Association provides a range of resources for schools. Includes webinars for information too!

<https://www.driveryouthtrust.com/> - The Driver Youth Trust is another excellent source of information.

[The Dyslexia-SpLD Trust - Parents](#) The Dyslexia-SPLD Trust has a wide range of resources, including a free professional development framework to help a SENDCo support staff knowledge and training.

<https://educationendowmentfoundation.org.uk/> - The Education Endowment Foundation has a teaching and learning toolkit which summarises research to help schools make decisions about teaching practice to help close the attainment gap between children.

<http://www.advanced-training.org.uk/> - There are some very helpful advanced training materials available to support with developing knowledge, skills and understanding about the full range of learning difficulties.





# Communication and Interaction

Speech, language and communication needs (SLCN) fall within this area of need. SLCN may mean that the child or young person requires support with speech production and understanding and expressing language. Sometimes, the way in which language is used in the classroom and around school may impact on their learning.

Children and young people with neuro-development conditions (those on the autistic spectrum) fall within this category too.

It is also important to consider whether the child or young person has associated learning difficulties (these are outlined in the Cognition and Learning section).

## Further resources are available as follows:

[ADDvanced solutions](#) – Parenting courses to support families of neurodiverse children.

[Children's Speech and Language Therapy in Warrington](#) – Free online training covering early language strategies, through to communication and interaction for older children.

[Speech and Language UK](#) - The Talking Point website (a collaboration by ICAN and the Communication Trust) has further guidance for supporting pupils with communication and interaction needs. It includes a progress checker for your child.

<http://www.advanced-training.org.uk/> - Advanced training materials for supporting pupils with autism and speech, language and communication needs.

<https://www.autismeducationtrust.org.uk/> - There are a number of useful free resources including the Schools Standards (plus Post 16 and Early Years versions), a Competencies Framework and a Progression Tracker.

[Speech and Language and Communication Framework](#)- A range of information on 'What Works' for learners with speech, language and communication needs, a 'Competency Framework' to support knowledge and skills in the workforce and a 'Communication Supporting Classroom Observation Tool' to assess whether classroom provision is supportive of children with SCLN.



# Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which can manifest themselves in many ways. These may include becoming withdrawn or isolated, or displaying challenging behaviour. This presentation may reflect a range of underlying issues such as frustration, anxiety or depression. Other children and young people may have Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD).

It is important to remember that school provision or arrangement put in place tackles the underlying causes of the behaviour displayed.

School now runs a programme called My Happy Mind: <https://myhappymind.org/>

Due to the nature of this area of need, the child or young person may also have associated learning difficulties.

We have a trained [ELSA](#), who provides emotional and social skills support to identified children.

Broomfields Junior School is part of the Mental Health Support Team in Schools ([MHST](#)), with the service promoting the early detection and prevention of mental health problems. Support can include direct interventions with pupils, training in school and parenting support,

## Further resources are available as follows:

The Department for Education guidance Mental Health and Behaviour in Schools (2018) gives advice how schools can support pupils whose mental health problems manifest themselves in behaviour.

[ADDvanced solutions](#) – Parenting courses to support families of neurodiverse children.

This toolkit from the Anna Freud National Centre for Children and Families provides school case studies of good practice to support wellbeing: [Mental health toolkit for schools | Anna Freud mental health toolkit.](#)

Warrington online resource toolkit provides a range of information for front line workers working with children and young people who have mental health needs: [Happy OK Sad \(warrington.gov.uk\).](#)



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# Sensory and/or Physical

Sensory impairments, such as vision impairment (VI) and hearing impairment (HI), as well as physical disabilities, fall within this area. Some children and young people within this area of need will not have learning needs whereas others may also have associated needs within the area of Cognition and Learning.

## Further resources are available as follows:

The National Deaf Children's Society provides a range of information for families of children who are deaf or hearing impaired: <https://www.ndcs.org.uk/information-and-support>

The Royal National Institute for the Blind provides guidance for teachers on educating children/young people who are blind/visually impaired: [Education professionals | RNIB](#)

The Council for Disabled Children (CDC) has a detailed Early Years Toolkit to help SENDCos implement the Code of Practice. The CDC also has sections for parents, healthcare providers and young people as part of their Resource Hub: <https://councilfordisabledchildren.org.uk/>

This Department for Education document gives an overview of the legislative responsibilities towards pupils with medical conditions, plus practical guidelines on topics such as keeping and storing medications in school and organising out-of-school activities: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Sensory Processing information and support: [Sensory Processing – CAMHS \(camhsnorthderbyshire.nhs.uk\)](#)



# Identifying and Assessing pupils with SEND

Our process for identifying and assessing pupils with Special Educational Needs (SEND) involves four steps of intervention.

1. Step 1 (**Monitoring**) is a school based step not recognised within the Code of Practice 2015. In this phase, children may only be slightly in arrears with their learning and we are gathering information to establish if we need to put interventions in place to support the child. Children in this category may be causing concern to their class teacher or parent, or the child themselves may be concerned about progress being made in school.
2. Step 2 (**School Support**) The SENDCo and/or Class Teacher use the assessments and observations to draft an Intervention Plan with clear outcomes outlined for the child. The Intervention Plan is a planning, teaching and reviewing tool which should underpin the process of planning intervention for the child. The Intervention Plan records the desired outcomes, appropriate resources, suitable teaching strategies, as well as outlining how parents can help, what is expected from the pupils and when the Plan will be reviewed. These outcomes are then discussed with the parents and child (when appropriate) and finalised. The child's name will then be entered on the school's Provision Management at 'School Support'.



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**Step 3 (SEND Support)** Children at this stage fall within the definition at the start of this document. These children have a learning difficulty which requires a more structured approach in order to assist them in overcoming their barriers to learning. Examples of this may be an individualized programme, the advice of an outside agency, or the school delivering a programme devised by an external professional. Again, an intervention plan will be devised and agreed between parents, the school and, if appropriate, the child.

For children with complex needs, where multiple professionals are involved, an Action Plan will be agreed for the term with parents and, if appropriate, the child. The SENDCo will be involved in coordinating the delivery of the Action Plan.

The SENDCo and class teacher, in consultation with parents, may ask for help from external services, such as Warrington's Educational Psychologist, health workers, mental health workers, speech and language therapists, community paediatricians and occupational therapists as necessary for the individual child. They keep a record of any advice received about a pupil from external agencies and incorporate these into any Intervention Plan or Action Plan.

**Step 4 (EHC assessment)** The SENDCo, class teacher and parents will discuss the child's further needs and seek parental permission to initiate statutory assessment. The SENDCo then collates all the evidence relating to the child's needs and completes all necessary documentation to submit to the Local Authority.



# The Graduated Response

**Good provision for children with SEND is good provision for all!**

All children should be compared to the national average rather than other children within their setting.

Where a child is identified as having Special Educational Needs, schools will take action to remove barriers and put effective special educational provision in place.

Support should take the form of a four-part cycle involving the parent and carers and the child.

By taking this approach earlier, decisions and actions are revisited, refined and revised with a growing understanding of the child.



# EHCP Assessment

## Who can ask for an Education, Health and Care (EHC) needs assessment?

The following people can ask us to carry out an Education, Health and Care (EHC) needs assessment:

The child's parent or carer

A young person over the age of 16 but under 25

A professional acting on behalf of an education setting, such as an early years provider, a school, or post-16 setting\*

Other people who know the child/young person well, such as a health or social care professional

## Referral

Once we have received your referral, you will receive a letter or email from the SEND Team - the type of response will depend on how you submitted your referral form. Following the meeting, the SEND team will contact you in writing, to let you know the Panel decision, no longer than six weeks after receiving the referral.

## By week 12

The advice and information requested from professionals must be provided within 6 weeks of the decision to assess and 12 weeks from the date of the referral - and more quickly wherever possible.



# EHCP Assessment

## By week 14

The panel will plan on whether to issue an EHC plan to your child based on the advice and information provided to us. If the panel's decision is not to issue the EHC plan, the plan writer will contact you in writing, to let you know the panel decision.

The email / letter will provide further information on your right of appeal if the decision to issue an EHC plan is declined.

## By week 16

The plan writer will aim to issue the draft EHC by week 16 of the process - this is only possible if all the advice and assessment information is sent to us by week 12 of the assessment process.

If we are not going to meet this deadline, the plan writer will contact you by telephone with an update on when you can expect to receive a copy of the draft EHC plan.

At the time of sending your child's draft EHC plan, we will tell you the type of school/college (mainstream or special) has been assessed as being the most suitable type of provision to meet your child's needs.

For further information visit: <https://www.warrington.gov.uk/ehc-needs-assessments>





# Help for families and Young People During the EHCP Process

The EHCP process can be daunting and complex, and many families and young people find that they need additional help and support to guide them through.

A good place to look for SEND Information Advice and Support is:  
[www.warringtonsendiass.co.uk](http://www.warringtonsendiass.co.uk) / 01925 442978

Warrington Parents and Carers Forum can also help signpost families to local support and can help inform parents of local arrangements for supporting SEND.

Parents can help shape local and national SEND services by inputting their views to their local parent carer forum. Details can be found here: <https://warrpac.org/>

The Independent Parental Special Education Advice IPSEA charity can advise and support parents: <https://www.ipsea.org.uk/>



# The Types of Support Available for Pupils with SEND at Broomfields Junior School



Our approach to teaching and learning is built around Our school's commitment to enabling every child to reach their potential, regardless of ability level, race, gender or cultural background. We are committed to each child's personal well-being and academic success. Every child has access to the National Curriculum 2014 through the planning, teaching and provision of suitably differentiated activities. We are committed to catering for every child's needs and, for those children that need it, additional interventions and adaptations are provided to enable progress to be made.

School endeavours to include all pupils in all activities and will work closely with parents / carers to ensure any barriers to participation are removed. Risk assessments will be shared with families to ensure correct provision is in place. The school SENDCo attends regular SEND training through LA network meetings, the TCAT SEND network and external providers to maintain up to date knowledge of SEND practice. Training is also implemented to meet the needs of any children with SEND. Provision mapping identifies staff training needs on a termly basis.

As a school we feel it is important that all of our pupils and staff feel they are understood and each of their unique qualities are celebrated. We hold assemblies to give information to our pupils about a wide variety of differences and how they can support each other in our world. Please take a look Our World and My World assemblies on our website. [Our World and My World](#)



# What are the Arrangements for Children with a Medical / Physical Need?

Schools are expected to write detailed plans for any child with a medical or physical condition. At Broomfields Junior School, this may take the form of a 'Health Care Plan' (for children who may require long term medication or may be at greater risk of a medical emergency) or an 'Individual Care & Access Plan' for children with complex needs in several areas.

In either case, both plans will be written with parents and other professionals as appropriate and will outline the nature of your child's difficulties and what school will do to ensure their needs are being met.

Neither a Health Care Plan nor an Individual Care & Access Plan is a legal document and the LA has no responsibilities in relation to these documents. School will review the document at least annually or sooner as needs change.



# Assess, Plan, Do and Review

Progress is reviewed and evaluated for all pupils throughout each term. At the start of every term, parents / carers receive an up-to-date copy of which areas of learning have been identified as a priority for that half term as well as information on the progress of the previous term's targets / provision.

Throughout the year, parents work in partnership with the school to ensure they are kept fully informed of their child's progress and attainment and feel confident of the support in place.

The class teacher will continue to inform parents of pupil progress when necessary and will update the SENDCo where appropriate.

SEND children's progress is assessed and evaluated continuously within school rather than at the end of a half term or term. If you or your child's class teacher have ANY concerns about your child, discussions can take place at any time during the school year



# Will I Be Notified If My Child Is Identified As Having SEND?

Yes. Following initial discussions and monitoring of areas of arrears in learning for your child, children may be identified as having SEND and may be added to the SEND register. Children who have external agencies involved such as speech and language, child development centre and mental health support will be identified as having a SEND need.

Class teachers will share, discuss, and review progress and targets with parent/ carers and the young person at termly. Communication diaries and emails may be used to further support home school learning. All children with an EHCP will have an annual review of their progress.

Parents may be invited to attend training events to support further learning and there will be open lines of communication between school, home and support services. As children become older, or where appropriate, pupils become an important part of this communication.

Parents are partners in their child's education and will be encouraged to access school events such as parental courses, and be involved in school life as much as possible. Our open-door policy means teachers are available to discuss concerns either informally through a drop in process or parents may request a formal appointment.



# The Local Offer

Local Authorities must publish a **Local Offer**, setting out information about provision available for children and young people in their area. Warrington's Local Offer can be viewed on the Warrington Borough Council website.  
[www.warrington.gov.uk/local-offer-send](http://www.warrington.gov.uk/local-offer-send)

The Local Offer includes an impartial **Information Advice and Support (IAS)** service to support parents and young people in making decisions about their needs. More information can be found about this service on the Warrington Borough Council website, or by contacting Iain MacDonald on 0800 051 1508.  
<https://www.warrington.gov.uk/warringtonsendiass>



TCAT



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# Who Should I Contact If I am Worried?

If you have any worries or concerns regarding your child's progress, or any matters to do with SEND, please do not sit at home and worry about them.

Staff at Broomfields Junior School will always be available to discuss these matters with you.

Do not hesitate to contact any of the following: your child's class teacher, Mrs Plant (SENDCo), or Mrs Morris Brown (our headteacher). You can email the office to direct your enquiry: [reception@broomfieldsjunior.tcat.uk.com](mailto:reception@broomfieldsjunior.tcat.uk.com) or phone 01925 265297

