

SEN Information Session for Parents



The Graduated Response and what it means for you and your child

Overview of Today's Session

- What is SEN?
- Roles & Responsibilities
- Graduated Response
 - Universal Provision
 - SEN Support Provision
 - High Needs Provision
 - EHCPs
- Somerset Inclusion Services
- Diagnosis
- Funding
- Parental Support
- Flowchart



What is SEN?

- Definition of Special Educational Needs

SEN is a term used to mean Special Educational Needs. A child is considered as having special educational needs if he/she has a learning difficulty which requires special educational provision (that is provision more than the average child) to be made for him/her.

The Education Act (1996)

- Areas of Need

- Cognition and Learning
- Sensory, Medical and Physical
- Social, Emotional and Mental Health
- Communication and Language



Roles and Responsibilities

School's must

- Inform parents if their child has SEN
- Inform the child at an age appropriate level
- Use their best endeavours to meet the needs of children with SEN
- Publish information about how they meet the needs of children with SEN
 - Local offer
<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
 - School SEN Information Report
Somerset Parent Carer Forum Review
 - SEND Policy

Roles and Responsibilities

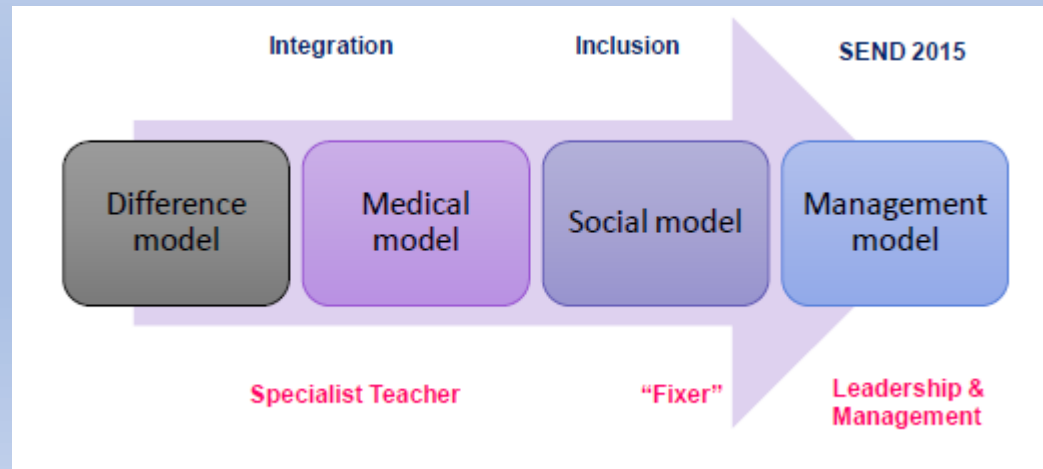
Teachers must

- Know academically where children are
- Listen to views of SEN parents to inform planning their provision
- High expectations
- Set targets and outcomes
- Track SEN child's progress termly
- Keep children's provision under continual review
- Provide interventions
- Plan and review SEN support in partnership with parents, the child and SENCo

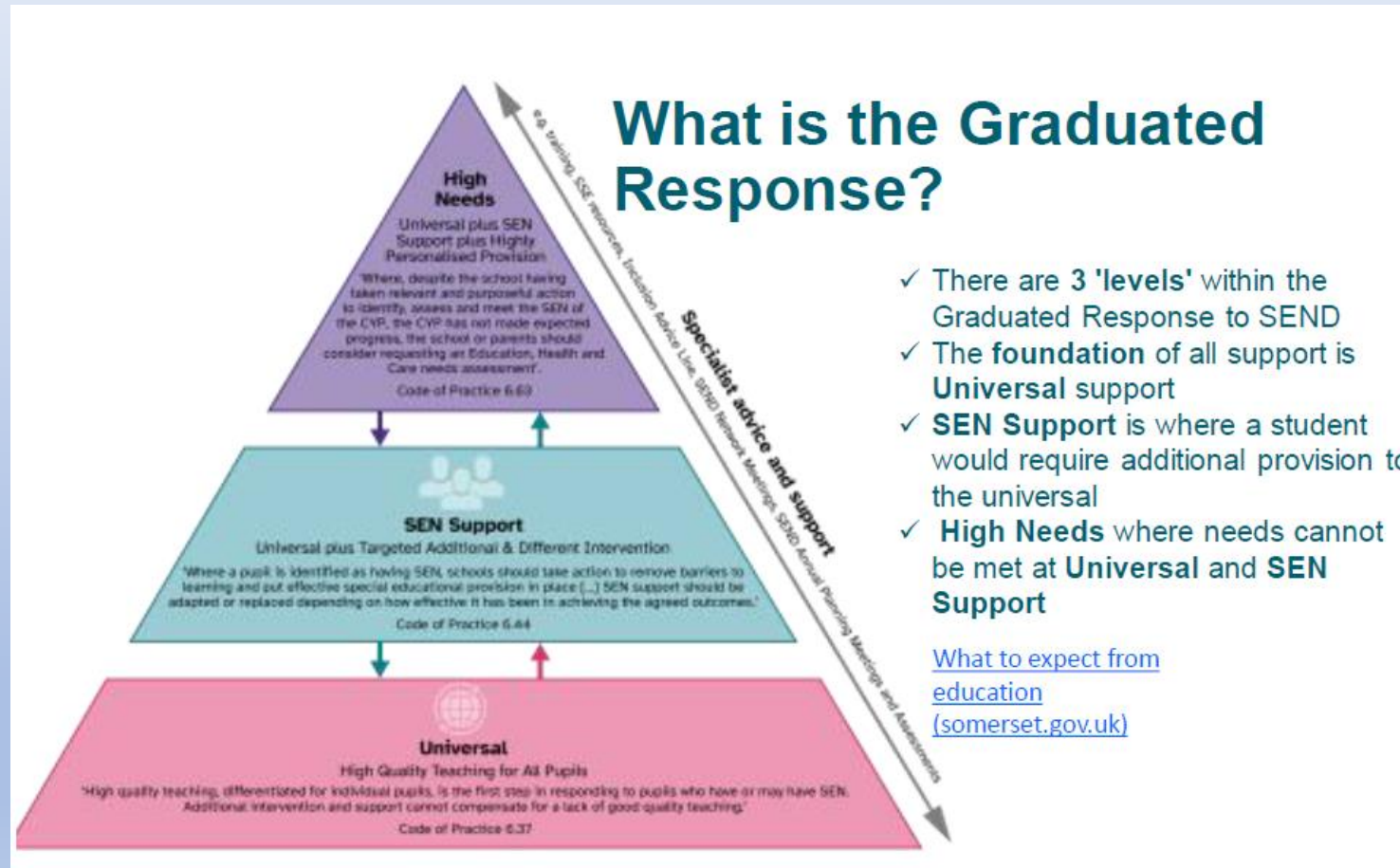
Roles & Responsibilities

SENCOs must

- Strategic development of SEN policy and provision
- Operational functions
- Co-ordinate provision
- Provide professional guidance
- Work with external professionals to seek appropriate support



Graduated Response



Graduated Response

Headline facts and figures - 2022/23

EHC plans

389,171

pupils in schools in England. Up by 9.5% from 2022

▶ [What is this?](#)

EHC plans (percent)

4.3

percent of pupils with an EHC plan. Up from 4.0% in 2022

▶ [What is this?](#)

SEN support/SEN without an EHC plan

1,183,384

pupils in schools in England. Up by 4.7% from 2022

▶ [What is this?](#)

SEN support/SEN without an EHC plan (percent)

13.0

percent of pupils with SEN support. Up from 12.6% in 2022

▶ [What is this?](#)

Over 1.5 million pupils in England have special educational needs (SEN)

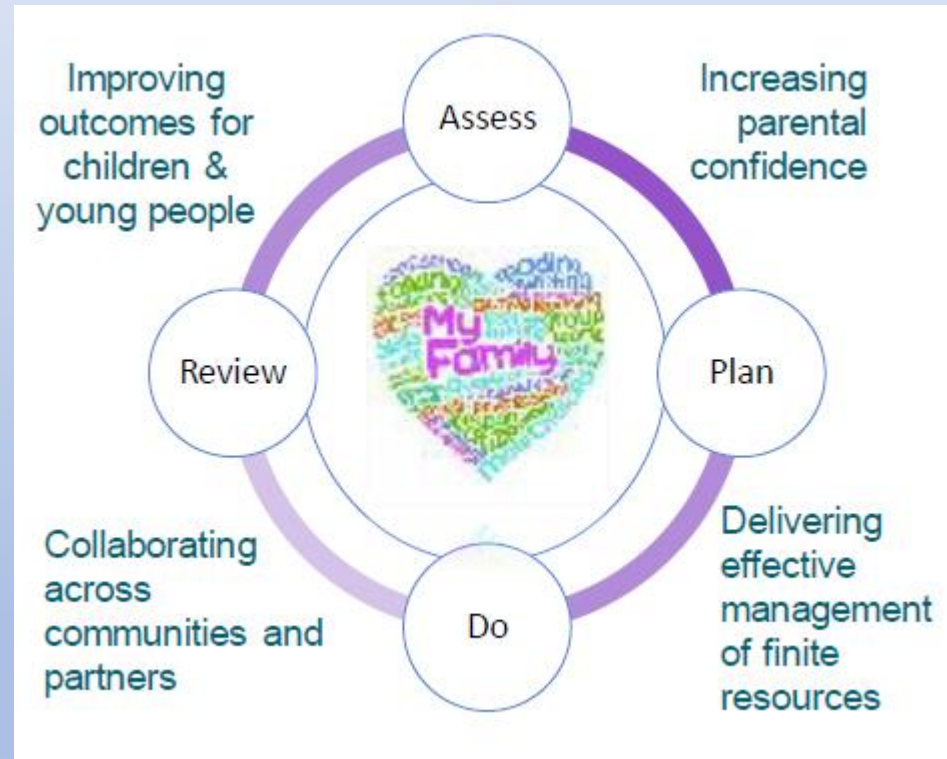
An increase of 87,000 from 2022. Both the number of pupils with an education, health and care (EHC plan) and the number of pupils with SEN support have increased:

- The percentage of pupils with an EHC plan has increased to 4.3%, from 4.0% in 2022.
- The percentage of pupils with SEN but no EHC plan (SEN support) has increased to 13.0%, from 12.6% in 2022.

Both continue a trend of increases since 2016.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs

Graduated Response



Universal Provision

- All children must have access to high quality teaching that is inclusive and breaks down barriers to learning.
- Examples:
 - Reading assessments, word mats, sound mats, audio books, mnemonics, mini whiteboards, dictionary, tricky word lists, writing frames, times tables grids, place value grids and manipulatives, concrete, pictorial and abstract approach and so on.

All universal provision should be **exhausted** before implementing SEN Support

SEN Support

- Where a child is not making adequate progress despite quality first teaching.
- Provision for the child is additional to or different from the universal provision.
- Examples:
 - Group catch up for blending, Numicon intervention, spelling programmes, ILI and so on.

All SEN Support provision should be **exhausted** before implementing High Needs Support

- EHAs for external support (we can only go as fast as the external providers)
- SEN Support Review

High Needs

- Where a child is not making adequate progress despite quality first teaching and exhaustive SEN support
- Provision for the child is additional to or different from the universal and SEN support provision.
- Examples of this
 - 1:1 provision, movement breaks, tray approach to learning, individualised timetable and so on
- EHAs for external support (we can only go as fast as the external providers)
- EHCP can be considered at this stage

Education Health Care Plans (EHCPs)

- If a child is not making adequate progress despite receiving exhaustive SEN support and exhaustive high needs support they can be considered for an EHCP.
- Panel – 2 parts to panel decision
- 4% vs 7%
- Long wait times (12 weeks for an agree or disagree to assess)
- Mediation / tribunal

- Once they have an EHCP schools must review annually (phase transfers) and ensure that Section F specifically is implemented
- Remember, we can only go as fast as the external providers

Somerset Inclusion Services

High Incidence Teams:

- Access to Inclusion Team (ASD & Learning Support)
- Educational Psychology Service
- Early Years SEND Team
- South Somerset Partnership School

Low Incidence Teams:

- CYP Specialist Services (Vision Support Team, Hearing Support Team, Access and Assistive Technology Team, Occupational Therapy – CYPTS / CYP Specialist Service, Children's Autism Outreach Team - CAOT)

Statutory SEND Team – deliver LA statutory duties

Diagnosis

- Private assessments
- Neurodevelopmental pathway
 - ADHD
 - Autism
 - ACEs & Trauma
 - Wait Times
- GP and paediatrician
- What does a diagnosis mean and how important is it?

Funding

- Per Pupil Funding
- Notional Budget
- High Needs Top Ups (Element 3 Funding applied for via EHCPs)

Who can help parents

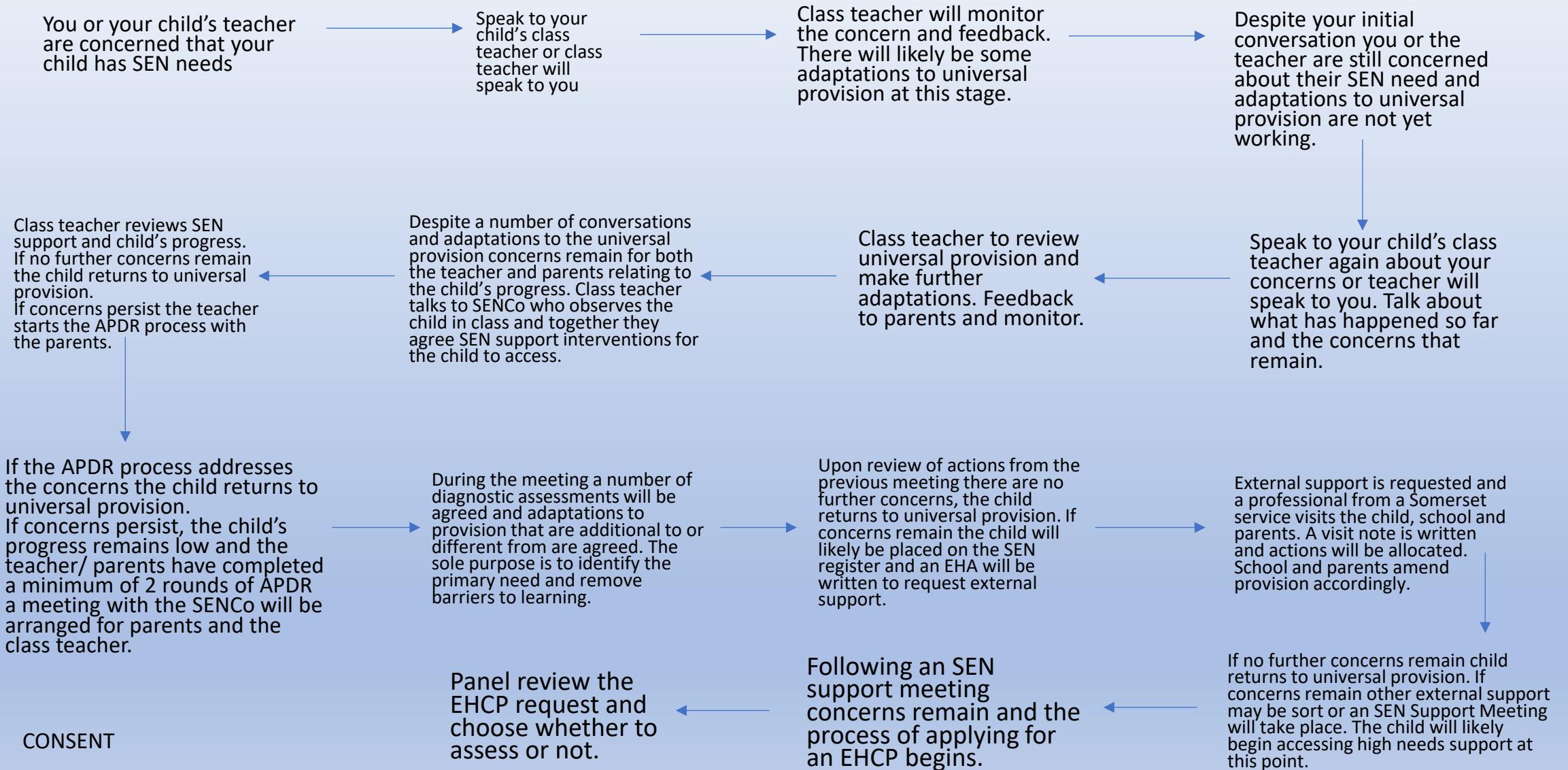
- SENDIAS
- Somerset Parent Carer Forum
- CAOT
- Health Visitors
- School



WISE UP WORKSHOPS

Empowering Parent
Carers to succeed

Flowchart



CONSENT

Not for life

SEN is a reason

“I wouldn't change **you** for the **world**, but I would change the **world** for you.”

