



**Special
Educational
Needs and
Disabilities**

Support in
schools

**A guide for parents and carers of
children and young people with Special
Educational Needs who attend a
mainstream school in Barnsley**

Published by the Barnsley Parent/Carer EHC Discussion Group
in collaboration with Barnsley Metropolitan Borough Council



**Barnsley – the place
of possibilities.**





What are Special Educational Needs?

A child or young person has Special Educational Needs (SEN) if they have a **learning difficulty** or **disability** which means that **they need special educational provision to support them.**

Special educational provision is support that is **different from** or **additional to** what is **normally available to pupils of the same age.**

Children and young people with SEN may need **more support** than most pupils of the same age or they may have a disability which makes it more **difficult for them to use the setting's facilities.**

For example, they may have problems with:

- Specific areas of learning, such as reading, writing and number work
- Communication
- Friendships and relating to others
- Emotions and behaviour
- Difficulties with seeing, hearing and moving around
- Medical conditions that impact on learning
- Mental health difficulties, such as stress, anxiety and depression

Not all children with Special Education Needs have a formal diagnosis.

*Where this booklet references a 'setting', it is to mean a school, post-16 establishment or early years provision.

Who's who in Special Educational Needs and Disabilities (SEND)



Special Educational Needs and Disabilities Co-ordinator (SENDCO): A qualified teacher* who has responsibility for co-ordinating the SEND provision within a setting.

Teaching Assistant (TA) or Learning Support Assistant (LSA): Provides support to the teacher* and may work with pupils with SEND on an individual, small group or whole class basis.

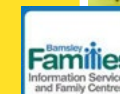
SEND Improvement Officer: A SENDCO working for Barnsley Council who oversees SEN provision across the borough. They provide training, support and guidance for SENDCOs.

Education, Health and Care (EHC) Plan Team: Working for Barnsley Council, this team deals with applications for EHC plans and co-ordinates legal responsibilities as part of the EHC process.

EHC Coordinator (EHCO): A case co-ordinator within the EHC team. They will be a parent, carer or young person's main point of contact as part of the EHC process.

Barnsley Family Information Service (FIS):

They provide free and confidential information and advice for the whole family. They can help if you are trying to find information about local services like Early Help.



Educational Psychologist (EP): They work with families and other professionals to assess the difficulties children may be having with their learning. They provide advice and training on how settings might help children to learn and develop, supporting settings when they make a referral to the service.

Specialist teams and teachers: They have expertise in working with children with specific needs, such as autism, hearing or visual impairments. They provide advice and training to settings and families on how they can help their children to learn and develop. The specialist teachers come from teams such as Social Communication and Interaction (SCI) or the Sensory Team.

Barnsley Local Offer: This will help make sure that families have access to the right information at the right time, allowing them to make informed choices about the services and support they may receive. The Local Offer is maintained by our Families Information Service (FIS).

Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS): This service offers free, confidential and impartial information, advice and support to parents, carers, children and young people.



* Where this booklet references a 'teacher', it is to mean a teacher, early years practitioner or lecturer.

How are Special Educational Needs identified and what can I do?

Parents and carers are often the first to notice that their child may have additional needs. For some children, this can be identified at a very early age. However, for other children and young people, difficulties become more obvious as they develop.

Teachers have a responsibility to assess all children and young people. If a child or young person is making less than expected progress or development, the teacher, supported by the SENDCO, should assess whether the pupil has Special Educational Needs (SEN).

This may involve observation, a range of assessment tools and advice from external professionals. This initial assessment should include a discussion with you and your child. **You know your children best and it is important that all professionals listen and understand when you express concerns about your child.**

If you are at all worried, **make an appointment to see your child's teacher or the SENDCO to discuss your concerns.** Once any concerns have been investigated, the setting should decide if your child's needs can be met through their SEN support system or by making reasonable adjustments to classroom teaching without the need for SEN support. This is sometimes referred to as **'Quality First Teaching' (QFT)** or using **'Quality First Teaching Strategies'**.

If the setting decides that your child does have SEN, they must take action to remove any barriers to learning and put effective special educational provision in place. This is called **SEN support**. You must be notified if your child receives this.

A full and detailed explanation of Quality First Teaching Strategies can be found in the **[SEN Support Inclusion Framework Toolkit](#)**.

SEN support

If your child has been identified as having SEN, the setting will follow a four-part cycle, known as the **graduated approach**, that is personalised to your child's needs.

This means that they will **assess** your child's needs, **plan** the support they need, **do** the work and **review** whether it has made a difference.

With each cycle, the setting will gain a better understanding of your child's needs and adapt the support they put in place for your child.



Assess - This stage involves clear identification of your child's needs.

The teacher, working with the SENDCO, carries out an analysis of your child's needs. It **must** also include your views and experiences, the child or young person's own views and, if appropriate, relevant advice from external support services such as Educational Psychologists.

This will ensure that support and interventions:

- are matched to your child's needs.
- identify and overcome barriers to learning.
- are clearly identified and in place.

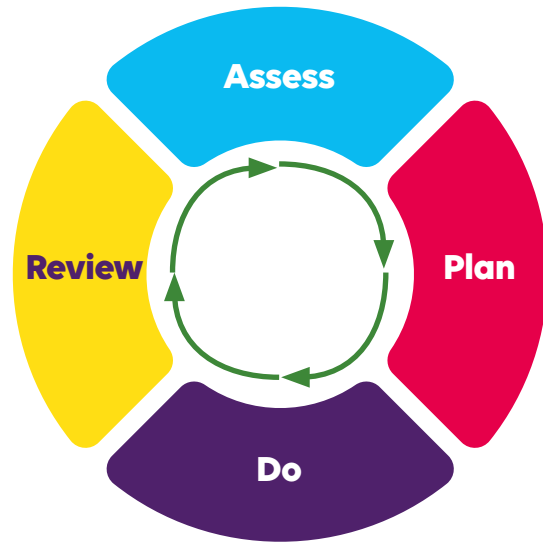
Plan - This stage involves planning personalised support for your child.

The teacher, parent or carer and the SENDCO will then work together, considering the child's voice to plan:

- the adjustments, interventions and support to be put in place.
- the expected impact on progress, development or behaviour.
- a clear date for review.

All teachers and support staff should be made aware of their needs, outcomes and the teaching strategies that are required.

There should be a detailed plan recorded that is shared with you. This is sometimes called a **School Support Plan (SSP) or School Focused Plan (SFP)**. Some settings also share this information



through **'A One-Page Profile'**. A One-Page Profile tells staff, on a single page of A4, what your child's strengths are, what is important to them and how they can best be supported.

You should be fully aware of the planned support and interventions. This is sometimes called **'provision'**. This will enable you to have the opportunity to reinforce or contribute to progress at home.

Do - This stage involves carrying out all the interventions and adjustments that have been agreed.

Your child's teacher should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions. They will be closely supported by the SENDCO.

SEN support can take many forms, including:

- Reasonable adjustments to the setting environment, such as creating a quiet base for your child to access when they feel overwhelmed or installing safety catches on doors.
- Changes to the way your child is taught such as small group work or a special learning programme. This is often referred to as differentiation.
- Reasonable adjustments to setting policies, such as exempting your child from homework or from specific subjects or topics. They may also relax some rules like school uniforms.
- Help with personal care, such as dressing, going to the toilet or eating.
- Support at break times, such as a 'circle of friends', a library pass or access to a staffed base.

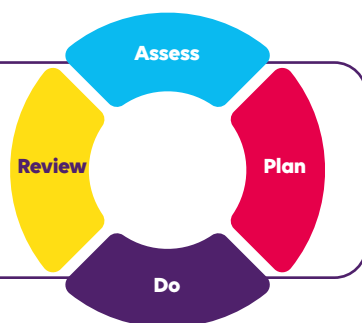


Review - This stage looks at the effectiveness of the support and its impact on your child's progress.

The impact and quality of the support and interventions should be evaluated. These evaluations will feed back into the analysis of your child's needs.

You will then meet together with the SENDCO and/or class teacher to review any changes to the support and agree any new outcomes. You should have clear information about the impact of the support and interventions provided, enabling you to be involved in planning next steps.

This cycle then repeats. You will meet with the setting at least three times a year to review your child's progress, support, needs and outcomes.



What is an outcome for your child and who decides what they are?

Outcomes are like stepping stones that move a child or young person closer to achieving their aspirations and goals. For example:

If your child's aspiration is to live independently, then their outcomes may focus on developing independent skills like being able to prepare their own snack or zip up their own coat.

Successful outcomes develop and build on what is working well for your child or young person and focus on changing things that are not working well. Outcomes must be SMART (Smart, Measurable, Achievable, Realistic and Timebound).

For more detailed information on outcomes, please see the **[SEN Support Inclusion Framework Toolkit](#)**.

The four broad areas of need

These are the four broad areas of need that will be assessed and planned for. However, the purpose of identification is to work out what action to take rather than to fit a child or young person into a category need. In practice, children or young people often have needs overlapping all these areas and their needs may change over time.

Speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an autistic spectrum condition (ASC) may have needs across all areas, including particular sensory requirements.

Cognition and Learning (C&L)

Difficulties in curriculum-related areas:

- reading, writing and spelling
- maths and numbers
- comprehension
- processing difficulties
- working memory
- short-term verbal memory
- function difficulties

Communication and Interaction (C&I)

Difficulties in communicating and interacting with others:

- finding it difficult to communicate wants and needs
- understanding what is being said or processing information
- understanding or using social rules of communication

Social, Emotional and Mental Health (SEMH)

Difficulties can include:

- perceived disruption
- frustration
- verbal or physical aggression
- anxiety
- self-harm
- executive function difficulties

Sensory and Physical Needs

Difficulties could include:

- visual impairment
- hearing impairment
- physical difficulties
- sensory processing

“What does it stand for?”

Here is a list of the most common abbreviations you will find in SEN education. This is not a complete list of all abbreviations used. The below represent the most commonly used and their most common meaning.

ADD	Attention Deficit Disorder	MSI	Multi-Sensory Impairment
ADHD	Attention Deficit Hyperactivity Disorder	NEET	Not in Education, Employment or Training
AR	Annual Review	OT	Occupational Therapist
ASD,ASC	Autistic Spectrum Disorder, Autistic Spectrum Condition	PIVATS	Performance Indicators for Value Added Target Setting
ASDAT	Autistic Spectrum Disorder Assessment Team	PR	Parental Responsibility
CAMHS	Child and Adolescent Mental Health Service	PD	Physical Development
CiC	Children in Care	PDA	Pathological Demand Avoidance
CIN	Child in Need	PECS	Picture Exchange Communication System
C & I	Communication and Interaction	PHB	Personal Health Budget
C & L	Cognition and Learning	PMLD	Profound and Multiple Learning Difficulty
CoP	Code of Practice	PP	Pupil Premium
CP	Child Protection	PRU	Pupil Referral Unit
CYP	Children and Young People	PT	Physiotherapy or Physiotherapist
DCD	Developmental Co-ordination Disorder	PV	Parent Voice
DCT	Disabled Children’s Team	PVI	Private Voluntary and Independent
DfE	Department for Education	RP	Resourced Provision
DoH	Department of Health	SALT	Speech and Language Therapy
EHA	Early Help Assessment	SCI	Social Communication and Interaction
EHCNA	Education Health and Care Needs Assessment	SEMh	Social Emotional and Mental Health
EHCP	Education Health and Care Plan	SENDCO	Special Educational Needs Co-ordinator
EP	Educational Psychologist	SEND	Special Educational Needs or Disabilities
EPS	Educational Psychology Service	SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service
EYFS	Early Years Foundation Stage	SLCN	Speech , Language and Communication Needs
EWO	Education Welfare Officer	SLD	Severe Learning Difficulty
GDD	Global Developmental Delay	SM	Selective Mutism
HI	Hearing Impairment	SpLD	Specific Learning Difficulties
HLTA	Higher Level Teaching Assistant	SSP	School Support Plan
IAG	Information, Advice and Guidance	TAF	Team around the family
ICB	Integrated Care Board	TIAG	Targeted Information and Guidance Service
LA	Local Authority (Barnsley Council)	TPEP	Termly Personal Education Plan
LAC	Looked After Child	VI	Visual Impairment
LD	Learning Disabilities		
LSA, TA	Learning Support Assistant, Teaching Assistant		
MARAG	Multi Agency Referral Action Group		
MDT	Multi-Disciplinary Team		
MLD	Moderate Learning Difficulty		