

FULL OF LIFE MINI GUIDE

SEN SUPPORT



WHAT IS SEN SUPPORT?

SEN Support is the process used to identify and meet the needs of children with **Special Educational Needs**. Schools and nurseries have a legal duty to support children with SEN. The school should record the SEN they have identified the child as having, the outcomes they expect the child to achieve and the provision put in place to help the child achieve those outcomes. One of the key duties is for nurseries/schools to use their 'best endeavors' to support children with SEN. This means doing everything that could be reasonably expected of them in order to help the child access education and activities alongside their peers. When a school is unable to meet the needs of a child they should request an EHC Assessment.

Some examples of SEN are:

- Emotional and Behavioural Difficulties (EBD)
- Autism Spectrum Disorder (ASD)
- Attention Deficit (Hyperactivity) Disorder (ADHD/ADD)
- Specific Learning Difficulties such as Dyslexia
- Obsessive Compulsive Disorder (OCD)
- Communication Difficulties
- Medical needs such as Epilepsy and Cerebral Palsy
- Mobility Difficulties

If your child has SEN, they may need extra help in a range of areas, for example:

- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- sensory or physical needs which may affect them in school



SECTION 20 CHILDREN AND FAMILIES ACT 2014 DEFINES A CHILD AS HAVING SPECIAL EDUCATIONAL NEEDS (SEN) IF HE OR SHE "HAS A LEARNING DIFFICULTY OR DISABILITY WHICH CALLS FOR SPECIAL EDUCATION PROVISION TO BE MADE FOR HIM OR HER".

A CHILD IS CONSIDERED TO HAVE A LEARNING DIFFICULTY IF SHE OR HE:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

HOW TO GET SEN SUPPORT

If a child or young person has SEN, or an educational setting thinks there is SEN, they must follow this process:

- 1. Assess** – the setting, the Special Educational Needs Coordinator (SENCo) and the parents/carers identify the learning difficulty or delay and determine the support needed.
- 2. Plan** - settings must then decide what outcomes they want your child to achieve and what support should be put in place to help them achieve those outcomes. There should be a clear date set to review whether these outcomes have been achieved. They may seek advice from other professionals (e.g. an Educational Psychologist) if needed.
- 3. Do** – the support must be put into practice, supported by the SENCo.
- 4. Review** - The support received by the child should be reviewed to check progress and whether support is working, and if the set outcomes have been achieved. It is a chance to discuss if your child needs continued and/or more support or different support.

CHILDREN UNDER 5

SEN support for children under five includes:

- a written progress check when your child is two years old
- a child health visitor carrying out a health check for your child if they're aged two or three years old
- a written assessment in the summer term of your child's first year of primary school
- making reasonable adjustments for disabled children, like providing aids e.g. tactile signs

Nurseries, playgroups and childminders registered with Ofsted follow the Early Years Foundation Stage (EYFS) framework. The framework makes sure that there's support in place for children with SEN.

Talk to a doctor or health visitor if you think your child has SEN but they do not go to a nursery, playgroup or childminder. They'll tell you what support options are available.

CHILDREN BETWEEN 5 AND 15

Talk to the teacher or the SENCo if you think your child needs:

- a special learning programme
- extra help from a teacher or assistant
- to work in a smaller group
- observation in class or at break
- help taking part in class activities
- extra encouragement in their learning, for example to ask questions or to try something they find difficult
- help communicating with other children
- support with physical or personal care difficulties, for example eating, getting around school safely or using the toilet



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