



### When does a child have Special Educational Needs (SEN)?

A child or young person has SEN if:  
He/she has a learning difficulty or a disability which calls for special educational provision (SEP) to be made for him or her.

### When does a child have a learning difficulty or disability?

He or she has a great deal more difficulty in learning than most other pupils or the same age  
*or*

He or she has a disability which makes it difficult or not possible to use the equipment and spaces which are usually used by other pupils (or the same age), in a mainstream school.

### What is Special Educational Provision (SEP)?

All pupils, including those with special educational needs and disabilities (SEND), should receive high quality teaching, which uses a range of tasks that meet their needs.

If, even with a range of different tasks at their level (differentiation), a pupil with SEND does not make progress, then additional support and planning (which is different from the support normally offered to pupils of the same age in a mainstream school) will be offered. This extra help or support is called SEN support.

SEN Support should take the form of the “Four-Part Cycle”



### ASSESS

the child’s educational needs

### PLAN

how to address those needs

### DO

by putting the plan into practice

### REVIEW

how it’s going and what changes may need to be made

When a decision is made that a child does have SEN, school should:

- Record this in the child’s school records and must inform the pupil’s parents that special educational provision is being made.
- Draw up an SEN Support Plan - schools may use their own version referred to as an ILP or Passport.
- Meet with parents at least three times a year.
- Talk to parents regularly to set clear outcomes and review the progress towards them.

If your child has not responded to the help they were given, sometimes the next step may be to explore further options with your child's school.

A school should always involve a specialist when a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff.

These include, but are not limited to: Educational Psychologists Child and Adolescent Mental health Service (CAMHS) Specialist teachers or support services for hearing and visual impairment, including multi-sensory impairment, or for those with a physical disability Therapists (including speech and language therapists, occupational therapists, and physiotherapists).

If after involving professionals progress is still limited, school may suggest making a request for an EHC needs assessment. An EHC needs assessment is a detailed look at the special educational needs (SEN) of a child or young person and the support he or she may need to learn and whether this needs to be provided via an Education, health, and Care Plan (EHC Plan). This topic is explored further in its own information sheet.

### What does the SEN Code of Practice (2014) say?

**6.1** - 'All children and young people are entitled to an education that enables them to make progress so that they can: - Achieve their best  
- Become confident individuals living fulfilling lives, and  
- Make a successful transition into adulthood, whether into employment, further or higher education or training'

**6.17** - 'Class and subject teachers, supported by the Senior Leadership Team, should make regular assessment of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.'

**6.59** - The pupil's parents should always be involved in any decision to involve specialists. (SEND Code of Practice 6.59)



### Accessing further information, advice or support

Our service can support you in understanding SEN support further. You can contact us via our Advice Line on the number below, or by making a referral on our website.