



Norfolk SEND Partnership

Information, Advice and Support Service

Who are we?

We are a free, confidential and impartial service based in Norwich.

Our staff are independently trained in SEND and complete all 3 levels of IPSEA legal training.

We offer information, advice and support to children, young people and parents/carers about SEND. This includes health and social care where it is linked to education.

What do we do?

Telephone helpline open 9am-5pm Monday to Friday for 51 weeks of the year

Advice clinics across the county

Provide written information via a termly newsletter, booklets and our website

Limited number of volunteers that can support families

Deliver training to parents/professionals

SEN Support

THE GRADUATED APPROACH

What is SEN?

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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

A child under compulsory school age has SEN if they are likely to fall within the above two, or would if Special Educational provision was not made for them when they reach school age.

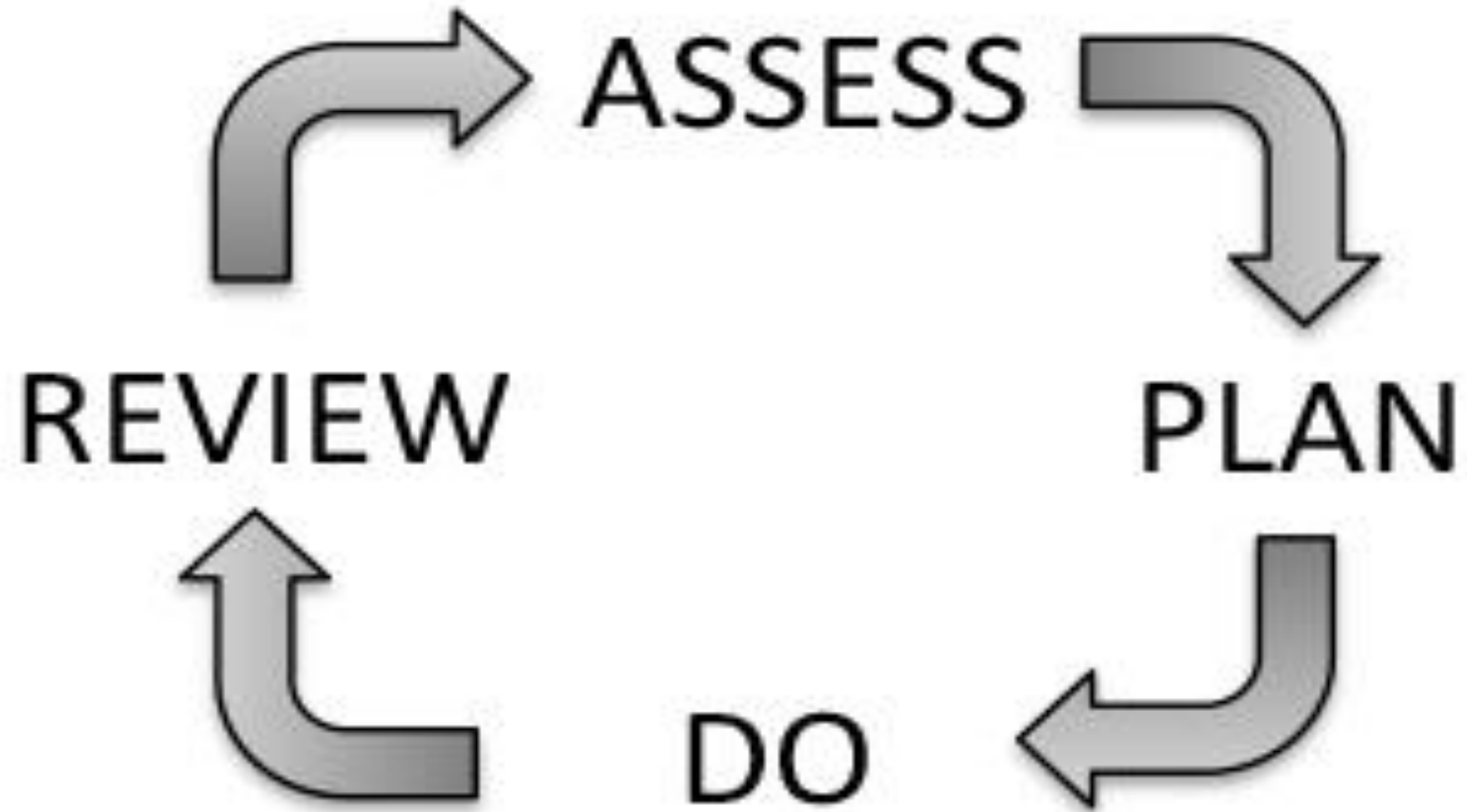
See section 20, Children and Families Act 2014

The SEND Code of Practice section 6.44 says:

‘Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.’

Section 6.45 says:

‘Schools should take seriously any concerns raised by a parent.’



Assess

Teaching staff should work with the SENCO to assess the child/young person's needs so that they give the right support.

The assessment should draw on:

- Teacher's assessment and experience of pupil
- Pupil's previous progress and attainment
- Subject teacher's assessment where relevant
- Pupil's development compared to peers and national data
- Views and experience of parents
- Pupil's view
- Views and advice from external support services if relevant

Where outside professionals from health or social care are already involved they should liaise with school to help inform assessments.

Where professionals are not already working with the school staff, the SENCO should contact them if the parents agree.

Plan

Parents **must** be formally notified when a decision is taken to provide SEN support.

Parent, pupil and teacher and SENCO should agree on the:

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

All teachers and support staff working with the pupil should know their needs, outcomes sought, support, teaching strategies or approaches required.

The support & interventions should meet the outcomes, be based on evidence of effectiveness, and provided by staff with sufficient skills and knowledge

Parents should be fully aware of the planned support & interventions and where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

- The class or subject teacher remains responsible for the pupil, even when the interventions involve group or 1-1 teaching away from the main class.
- Teachers should work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to class room teaching.
- The SENCO should support the teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.
- The impact and quality of the support and interventions should be evaluated along with the views of the parent and pupil.
- The teacher and SENCO should revise support together in consultation with the parent and pupil in light of the pupil's progress and development.
- Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

SEN Support should include...

Planning and preparations for transitions between phases of education

Schools may involve specialists at any point to advise them on early identification, effective support and interventions. A school should always involve a specialist when a child continues to make little progress despite SEN support

Specialists could be:

- Educational Psychologists
- CAMHS
- Speech and Language Therapists
- Occupational Therapists

Funding

SEN Support should come from the schools SEN Budget – (they do have one)

This is made up of core funding (all pupils) and the SEN notional budget (not ring fenced)

Schools should provide support from their budget for support in the classroom, small group work, some individual support, equipment that is needed to prevent inequality, assessments where needed from external professionals.

School can ask the LA for funding (high needs funding) - need to have evidence of the need

If above and beyond what a school is expected to provide should ask for an assessment for EHCP

Any Questions?

Education, Health & Care Plans

EHCP's

What is an EHCP?

The purpose of an EHCP is to make special educational provision (SEP) to meet the special educational needs (SEN) of the child/young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

- It is a legal document written by the Local Authority
- It describes a child/YP's SEN and the provision they will get to meet them
- It also includes health and social care needs and provision related to their SEN

Who needs an EHCP?

Most children/yp with SEN or disabilities have their needs met within local mainstream early years settings, schools or colleges via SEN support.

If the child/yp is not making the expected progress despite the early years setting, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet their SEN then an EHC needs assessment should be requested.

Who can request an EHC Needs Assessment?

- A child's parent
- A young person over 16 but under 25
- A person acting on behalf of an early years provider, school or post 16 institution
- Health and anyone else can bring a child or young person who has (or may have) SEN to the attention of the LA (This should be done with the knowledge and, where possible, the agreement or the child's parents or young people)
- Children and young people in youth custodial establishments also have the right to request an assessment

How do you request an EHC Needs Assessment?

You can complete an online request form which can be found on the Norfolk Local Offer www.norfolk.gov.uk/send or you can call Norfolk County Council on 0344 800 8020.

When making the request it is useful to include:

- Your views & Your child's views
- Reports from school, SEN Support plans etc...
- Speech and language, OT or similar reports
- Diagnosis
- Educational psychology report

What happens next? (weeks 0-6)

Once a request is received the LA **must** decide whether to assess or not and notify you within 6 weeks. (if it's a no you can appeal)

LA **must** consult parent or young person as soon as possible once they have received the request, or school/setting if the request from parent or yp.

Must have regard to the child yp and parents wishes & views

Collect up to date evidence already available to assess need (from school/setting)

Must arrange for child and parent to be provided with advice and information including SENDIASS

The Assessment (weeks 6-16)

The Local Authority will start to gather the information they need to decide if a plan is needed or not. They will ask a number of people for advice and this should include information about:

- Their education, health and care needs.
- The support and provision required to meet those needs.
- Outcomes – what the child/yp should achieve with support

Who From?

- Parents (or the young person)
- The child/yp's views
- The child/yp's school or education provider
- Educational Psychologist
- Health professionals that work with the child/yp. (Paediatrician, SaLT, OT etc...)
- Social Care
- If vision or hearing impaired, advice must be given after consultation with a teacher qualified to teach people with these impairments
- Yr 9 onwards, advice and information in preparation for adulthood and independent living
- Any person requested by the child's parent or yp, where the LA considers it reasonable to do so
- Anyone else who may be able to give relevant advice

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- Reports must be in within 6 weeks
 - Social Care cannot just say not known to this service
 - You can ask for clarification if you feel a report is not clear or specific
 - LA must not seek advice already available if everyone is in agreement that it is sufficient for the process

Decision at (or before) 16 weeks

Once the assessment is completed the LA will decide if they are going to issue an EHCP or not.

NO:

- you will have the right to appeal

- LA must inform you of the resources available to meet your child's needs

- LA must give you written feedback – including evidence and reports collected during the assessment

YES:

- Draft planning meeting

- Draft plan issued

- Personal Budget can be requested

- Parent/yp notifies LA of the school they want named

The LA must:

- Send draft to the parents or young person
- Include reports used
- Must notify the parent or young person that they can request a particular educational establishment
- Give them 15 days in which to make representations about the content
- LA **must** make officers available for a meeting during this time to discuss the draft with parents or young people

	Description
A	The views, interests and aspirations of the child and his or her parents or the young person
B	The child or young person’s special education needs (SEN)
C	The child or young person’s health needs which are related to their SEN
D	The child or young person's social care needs which are related to their SEN or to a disability
E	The outcomes sought for the child or young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the setting.
F	The special educational provision (SEP) required by the child or young person
G	Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.
H1	Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970
H2	Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person’s eligible needs under the Care Act 2014
I	The name and type of the school, maintained nursery, post-16 institution or any other institution to be attended by the child or young person and the type of that institution (or the type of school or other institution)
J	Where there is a Personal Budget, the details of how the Personal Budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The SEN and outcomes that are to be met by any direct payment must be specified
K	The advice and information gathered during the EHC needs assessment must be attached as appendices and listed in this section

Hints on what to look for in an EHCP

- Every 'need' identified in the assessment must be in the plan.
- If health or social care provisions educate or train then they must go in section F – educational provision
- Every 'need' needs to have provision
- Provision must be quantified and specific
- Outcomes must be SMART

Naming a school

The child's parent or the young person has the right to request a particular school, college or other institution of the following type to be named in the EHCP:

- Maintained nursery school
- Maintained school and any form of academy or free school (mainstream or special)
- Further education or 6th form college
- Section 41 independent school or specialist college

LA must name the parent/yp's preferred school, unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

The LA **must consult** the governing body, principal or proprietor of the educational provision sending them a draft plan, also, if it is maintained by another authority, that authority.

Final Plan

- Within 20 weeks or sooner
- Letter which goes out with the Plan to parents must state the right to go to appeal and how to do it
- Also how they can appeal the health and social care provision in the Plan.
- Once an establishment is named they must admit that child or young person

Important notes!

- Do not just accept a plan because you are relieved to get it!
- Read it – does it describe your child/yp?
- Are ALL their needs described in Section B, C and D
- Is the provision (F, G & H) specified and quantified? – do you know what help they will be getting, how much, how often and by whom?
- Is all provision identified that educates or train in section F?
- Do you have short breaks – are they in section H2
- Do you have a personal budget – is this in your EHC plan in section J

Any Questions?