

Inclusion Services

Rotherham Special Educational Needs and/or Disabilities

Identifying a Special Educational Need and/or Disability (SEND)

Information Leaflet for
Parents & Carers

All children and young people should be given an appropriate education; one that is appropriate to their needs, promotes high standards and leads to the fulfilment of their potential. This should enable them to:

- 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*

***Special Educational Needs and Disability
Code of Practice 0 to 25 years***

Mainstream schools* must:

- ensure that a child with SEND receives the support they need to fulfil their potential
- ensure that children and young people with SEND can take part in all school activities alongside their peers
- designate a teacher to be responsible for co-ordinating SEND provision, who is known as the SEN/SEND co-ordinator, or SENCO/SENDSCO (This does not apply to 16 to 19 academies)
- inform parents, as soon as the need is identified, when they are making special educational provision for a child
- prepare an SEN Information Report and Accessibility Plan to share their arrangements for the admission of children with disabilities, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for children with disabilities and how they plan to improve access progressively over time.

There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.

The benefits of **early identification** are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A pupil has Special Educational Needs/Disability (SEND) where their learning difficulty or disability calls for special educational provision. This is provision **different from** or **additional to** that normally available to pupils of the same age.

Class and subject teachers should make regular assessments of progress for all pupils. This helps to **identify pupils making less than expected progress given their age and individual circumstances**. The child/young person may be:



- making significantly slower progress than that of their peers, starting from the same baseline
- failing to match or improve their previous rate of progress
- failing to close the attainment gap between themselves and their peers
- experiencing a widening gap between what they can achieve against what their peers can achieve

School should also consider progress in other areas, for instance where a child or young person needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

If progress is not being made, the first action for school should be making sure that **high quality teaching is targeted at the child/ young person's areas of weakness**. Where progress continues to be less than expected, the class or subject teacher, working with the SENDCO, should assess whether the child has SEN.

Evidence should be gathered, **including the views of the pupil and their parents**.

Following discussions with pupils and parents, schools should not delay in putting in place extra teaching or other rigorous interventions designed to target the identified needs, where required.



For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, **parents know their children best** and it is important that all professionals work in partnership with parents when concerns are expressed about their child's development. Schools should ensure that systems are in place so that children and young people have a voice in determining how their needs and concerns are addressed.

Broad Areas of Need

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. Individual children or young people often have needs that cut across all these areas and their needs may change over time. Each child has their own personality and individual needs which can be best addressed through ongoing partnership working with parents.

Communication and Interaction

Children and young people with **speech, language and communication needs** (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an **Autism Spectrum Condition**, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate teaching to meet the child's needs. Learning difficulties cover a wide range of needs, including **moderate learning difficulties** (MLD), **severe learning difficulties** (SLD), where children are likely to need support in all areas of the curriculum together with associated difficulties with mobility and communication, through to **profound and multiple learning difficulties** (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as **dyslexia**, **dyscalculia** and **dyspraxia**.

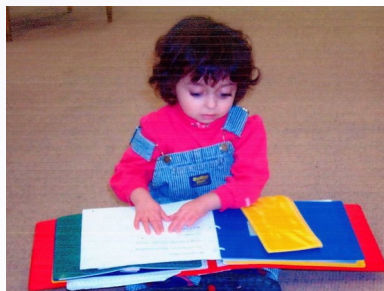
Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of **social and emotional difficulties** which show themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying **mental health difficulties** such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder**, **attention deficit hyperactive disorder** or **attachment disorder**.

Some children and young people with a **physical disability (PD)** require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a **disability** which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with **vision impairment (VI)**, **hearing impairment (HI)** or a **multi-sensory impairment (MSI)** will require specialist support and/or equipment to access their learning, or **habilitation support**. Children and young people with an MSI have a combination of vision and hearing difficulties.



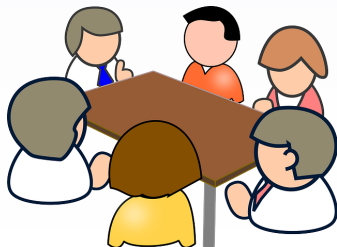
Special educational provision in schools

Every class and subject teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of the nature of those needs in order to identify and support vulnerable pupils. It also involves improving teachers' knowledge about the most frequently encountered special educational needs and disabilities.

In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information held by school about the pupil's progress, matched to what the typical progress expected for a child of that age looks like. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Schools should consider that the parents of children with SEND may well experience a higher level of anxiety and concern about their child's needs. Schools need to develop an ethos of partnership working backed up by workable systems so that open and honest communication between parents, pupils and school is normal practice.



This information gathering **should include an early discussion with the pupil and their parents**. These should help everyone to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents.

Schools must have regard to the importance of the child or young person and the child's parents participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions. Schools need to support the child or young person and their parents to help them achieve the best possible outcomes, including preparing them for adulthood.

Schools should also tell children, parents and young people about **Rotherham's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)**

www.rotherhamsendiass.org.uk

Telephone: (01709) 823627

For further information, please see also:

www.rotherhamsendlocaloffer.org

www.gov.uk/government/publications/send-code-of-practice-0-to-25

www.rotherhamcharter.co.uk

Inclusion Support Services

Telephone: (01709) 334077

Mainstream schools which includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs).*