

Information for parents and carers

*See last page for how to get support
from SENDIASS*



How to get extra help for your child at school

Are you concerned about your child? They may be falling behind in their learning, or their development may be delayed due to communication or medical problems. They may be resistant to go to school due to anxiety, been excluded from school, struggling to make friends, being bullied, or have emotional or behavioural issues which make life hard for them at home and/or at school. This is a guide to help you find the right help.

What you can do if you are worried about your child's learning or development

- Speak about your concerns to their teacher, the school **Special Educational Needs Co-ordinator (SENCO)** or the Headteacher
- You may also want to speak to your Health Visitor or GP about any concerns relating to physical or mental health needs
- Ask if your child is on the school's **Special Educational Needs (SEN)** register and check that the school is aware of your child's needs
- Ask if your child has an **SEN support plan** (see more below) to understand what support the school may have put in place
- Keep a note of all the events for your own use and keep it updated. Think about what the school is doing well, what your concerns are, how support for your child could be improved and what you would like the outcome to be
- Ask for a meeting with the SENCO. Have your list of concerns and improvements ready so that the meeting can be as focused as possible
- If your child has an **Education Health and Care Plan (EHCP)** check that the needs and provisions in it are still relevant and working well. If the plan is no longer suitable you may want to ask for an early review, or a re-assessment of your child's needs..

What are Special Educational Needs (SEN)?

The law says that a child or young person has special educational needs (SEN) if they have a learning difficulty or a disability that makes it significantly harder for them to learn than the majority of children of the same age, or they have a disability which prevents or hinders them from making use of facilities generally provided in mainstream schools.

A child with SEN may have difficulties in one or more of the following: reading, writing, numeracy, communicating and interacting with others, behaviour and emotional regulation, physical or sensory needs. Bear in mind that children learn at different rates, and just because a child is learning at a slower rate than their peers does not necessarily mean that they have SEN. Also, the term Special Educational Needs covers a broad spectrum which includes social, emotional and mental health needs. Your child does not need to be struggling academically in order to access SEN support.

How should schools help children and young people with SEN?

Mainstream maintained schools, colleges and nurseries are under legal duty (see [SEND Code of Practice 2015](#)) to:

- Use their 'best endeavours' to secure special educational provision for all children or young people for whom they are responsible
- Ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN (as far as reasonably practical)
- Inform parents when they are making special educational provision for their child
- Ensure that children/young people and parents are actively involved in the decision making process throughout

SEND Code of Practice:

https://www.legislation.gov.uk/ukxi/2015/62/pdfs/uksicop_20150062_en.pdf

How should schools assess children's progress?

The SEND Code of Practice says schools should implement a graduated approach to meeting children's needs, following the cycle of: **Assess, Plan, Do Review**. This means:

- **Assess:** The class teacher (working with the SENCO) analyses a pupil's needs
- **Plan:** All staff who work with a pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies required
- **Do:** The teacher and any teaching assistants or specialist staff involved carry out the planned interventions
- **Review:** Schools should meet with parents three times a year to review progress.

Haringey guidance to schools says:

It is important to remember that parents know their child best and can provide valuable information to help with identifying children's needs

<https://www.haringey.gov.uk/sites/haringeygovuk/files/10. assess plan do review cycle pdf 89.7kb.pdf>

What is the role of the school SENCO?

All maintained mainstream schools must have a Special Educational Needs Co-ordinator (SENCO) who is responsible for making sure that:

- Children with SEN are identified and provision for them is planned
- The school has systems to record and review the progress of pupils with SEN
- There is liaison with parents
- School staff are advised about SEN

What is an SEN Support plan?

Most children and young people with SEN have their needs met through the system of **SEN Support**, which is described in the SEND Code of Practice.

The Code of Practice says schools should keep up-to-date records of the extra provision being made for children receiving SEN support, and the reviews of how effective that support is. There is no set format schools must use for SEN Support plans, but they should record details of the additional provision and different teaching strategies that are in place for each child on the school's SEND register, and the plans should form part of the regular reviews and discussions that schools have with parents about their child.

How much support should schools provide?

All maintained schools have delegated funding to provide SEN Support for children. Haringey has published guidance detailing the kinds of support that schools and nurseries are expected to provide from their delegated budgets for children who do not have an EHC Plan (see more below about EHC Plans):

https://www.haringey.gov.uk/sites/haringeygovuk/files/send_support_guidance.pdf

Early Years settings best practice guidance:

https://www.haringey.gov.uk/sites/haringeygovuk/files/early_years_send_best_practice_pdf_467kb.pdf

The threshold for how much funding schools are expected to put into school-based interventions from their delegated SEN budgets before applying for an EHC Plan is £6,000 per child per year.

External specialist advice schools can call on

There are several specialist Local Authority and NHS teams in Haringey which maintained schools can refer children to and consult for advice on how to help children having difficulties. These specialist teams include: the Educational Psychology Service, Autism support team, speech and language therapists, occupational therapists, sensory support teams (hearing/vision), Child and Adolescent Mental Health Service (CAMHS). It is not necessary for a child to have an EHC Plan to access advice from these teams.

Details about the specialist teams and services are on the Haringey Local Offer website:

- <https://www.haringey.gov.uk/children-and-families/local-offer/specialist-teams>
- <https://www.haringey.gov.uk/children-and-families/local-offer/health-services/speech-and-language-therapy-service>
- <https://www.haringey.gov.uk/children-and-families/local-offer/health-services/occupational-therapy-service>

What if your child is still not making expected progress?

Some children need more help than can be provided under SEN Support from the resources ordinarily available to schools. The SEND Code of Practice states that where a child is still not making expected progress despite extra help, the school should consider requesting the Local Authority (LA) for an **EHC needs assessment**. Parents and young people over 16 can also make this request directly to the LA, with or without the support of the school. (SENDIASS advises parents/young people to speak with the school wherever possible.)

An EHC needs assessment is the first step to potentially getting an **EHC Plan** - which is a legal document that can bring additional resources to the school to pay for special educational provision earmarked for the named individual child.

When is a child eligible for an EHC needs assessment / EHC Plan

Where a school or a parent makes a request to the Local Authority to carry out an EHC needs assessment the LA has a legal duty to agree the request if the evidence shows that ***the child has or may have special educational needs, and it may be necessary for special educational provision to be made for them through an EHC plan***. Local Authorities will consider whether there is evidence that despite the school having taken action to identify and meet the needs of the child, they have not made expected progress. If the LA refuses to

undertake an EHC needs assessment there is a right of appeal for parents/young people. The Local Authority must complete an EHC needs assessment within 14 weeks from the date of request. After the needs assessment the Local Authority must then decide based on the evidence gathered whether or not all the child's special educational needs can be wholly met from the resources ordinarily available to mainstream schools. If not, then the Local Authority must draw up and issue an EHC plan, in consultation with the child/young person and their parent/carer.

For more information on the process of EHC needs assessments and issuing EHC Plans:

- <https://www.haringey.gov.uk/children-and-families/local-offer/education-health-and-care-plans-ehcps/request-ehc-needs-assessment>
- <https://www.ipsea.org.uk/pages/category/education-health-and-care-plans>

If you disagree with a decision by the LA in relation to EHC needs assessments and EHC plans you can request mediation and or appeal to the SEND Tribunal – see below.

What you can do if you disagree with the school or the Local Authority

- Contact the SENCO and/or use the school systems to raise concerns. The website should explain how to lodge a complaint
- If your child has an EHC Plan use the Annual Review meeting to discuss concerns. You can ask for an early review – contact the SENCO and the Local Authority SEN Team about this
- If the EHC Plan is not being implemented contact the LA SEN Team as well as the SENCO
- To challenge a Local Authority decision relating to EHC plans, you can request formal mediation and/or lodge an appeal to the SEND Tribunal <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Haringey Local Authority SEN team: 020 8489 1913

<https://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer/contact-send-local-offer>

Where to get independent advice and support

Markfield provides the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for residents of Haringey. Markfield is an independent charity. SENDIASS offers a free, impartial and confidential service for parents/carers of children with SEND aged 0 to 25 years. We can also give direct advice to young people. SENDIASS offers:

- **Help to navigate** and understand the system & services for children with SEND
- **Support** with engaging with the professionals working with your child

How to contact the SENDIASS team:

- **Telephone** the SENDIASS helpline: **020 8802 2611**
Helpline **times:** 9.30am to 5pm on weekdays, plus extended evening hours in school term-times: until 7pm on Wednesdays, and until 6pm on Thursdays
(if you cannot get through please leave a short message and we will call you back)
- **Email:** sendiass@markfield.org.uk
- **Drop-in advice session:** every Thursday in school term times 10am to 12 noon at the Markfield centre in Markfield Park, Tottenham, N15 4RB.
- **Drop-in** to our monthly **Family Club** at **Markfield centre**, in Markfield Park, N15 4RB.
Times: 11.30am to 2.30pm on the second Saturday each month in school termtime.