

Bury
SENDiass

Special Educational Needs,
Disability Information,
Advice & Support Service.

Special Educational needs

- **Definition of special educational needs**
- **What to do if you think your child has special educational needs**
 - **Where to go for help**

**If you require further information or support
please contact:
01706 769634**

The accurate information provided within this pack is given in line with the following legislation and statutory guidance

Legislation

- Children and Families Act 2014

Statutory Guidance

- SEND Code of practice 2015

This section is about of special educational needs and disability

This section will contain the following information:

- Definitions of special educational needs and disability
- What to do if you think your child has special educational needs or a disability
- Where to go for help

The terms 'special educational needs' and 'disability' have legal definitions. These can be found in paragraphs xiii – xxiii of the Introduction to the 0-25 SEND Code of Practice.

Special educational Needs (SEN)

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

If your child's first language is not English, does that mean they have a learning difficulty? The law says that children and young people do not have learning difficulties *just* because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.

Many children and young people will have SEN of some kind at some time during their education. Early years providers (for example, nurseries or childminders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all of their time in education and training.

Children and young people with SEN may need extra help because of a range of needs. Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice set out four areas of SEN:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Some children and young people may have SEN that covers more than one of these areas.

Disabilities

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- **must** make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops),

so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' – people also need to think in advance about what disabled children and young people might need

Where to go for help if you think your child has a special educational need or a disability

Children and young people with SEN or disabilities will usually be able to get help from their early education setting, school, or college, sometimes with the help of outside specialists. This is often where Special Education Needs (SEN) are first identified. If they do identify that your child has SEN, your school or other setting must contact you (or, if your son or daughter is over 16, they might contact them directly) and should discuss with you what support to offer your child. The setting must tell you if they are making special educational provision for your child.

If you think your child has SEN, you should talk to your child's early education setting, school, college or other provider. They will discuss any concerns you have, tell you what they think and explain to you what will happen next.

There are other sources of information, advice and support you can access such as:

- your local authority's Information, advice and support service
- your doctor, or other local child health services

This information has been taken from the parent and carers guide SEND code of practice

Use full Links

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Appendix 1 Questions to ask school

Questions

Please explain to me how you have used the graduated approach for ****

What assessment have been done

What's needs were identified

What plans did you make as a result of this?

When did school implement the support?

What did the review tell you about the support you have put in place?

What is in the new plan as a result of the review?

This information was taken from SEND code of practice for parents and carers