

# Bath and North East Somerset

## Universal and SEN Support – A Graduated Support

### Summary Version for Parents and Families

## About this guide



In Bath and North East Somerset (BANES) we strive to support all our children and young people to enable them to meet their full potential at school. In order to do this, many steps are taken to support them through their learning journey.



This guide will describe how children and young people with Special Educational needs and/or Disability (SEND) should be supported.



The SEND Code of Practice 2015 is the legal guidance which early years settings, schools and colleges must follow about special educational needs and/or disability. There is also a parent/carers guide available at

[www.gov.uk/government/publications/send-guide-for-parents-and-carers](http://www.gov.uk/government/publications/send-guide-for-parents-and-carers)

# What are Special Educational Needs (SEN)?

There are four types of Special Educational Needs. Children and young people may have needs across some or all of these four areas and their needs may change over time.



## Communication and Interaction needs

Children and young people have difficulty saying what they want, understanding what others are saying and socially interacting with others.



## Cognition and Learning needs

Children and young people have difficulty learning or remembering basic skills. They may have difficulty with literacy or numeracy or learn at a slower pace than others.



## Social, Emotional and Mental Health Needs

Children and young people have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult.



## Sensory and Physical needs

Children and young people have sensory impairments such as with hearing or sight, or have physical difficulties that impact on their learning.

## What is a disability?



The Equality Act 2010 gives a definition of disability.



A child or young person has a disability if they have a physical or mental impairment that is substantial and has a long-term effect on their ability to carry out normal day-to-day activities.



Children and young people with a disability do not necessarily have Special Educational needs.

**The abbreviation SEND relates to special educational needs and/or disability**

# What should I do if I think my child has Special Educational Needs (SEND)?



Talk to your child's early years practitioner, class teacher or tutor about things that worry you. All teachers are responsible for helping all pupils, including those with Special Educational Needs.



Talk to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for helping to ensure the school or setting meets the needs of the child or young person with SEN.

He or she will be able to tell you more about what support is already in place, to discuss any concerns with you and to describe what should happen next.



The Head Teacher and School Governors are responsible for monitoring the support given to children with SEN. If necessary, talk to the Head Teacher or SEN Governor.

# What is the Graduated Approach?



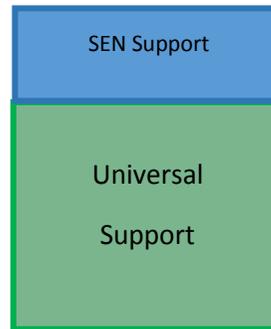
The Children and Families Act 2014 and the SEND Code of Practice 2015 set out how all early years' settings, schools and post-16 providers have to meet the needs of all children and young people with SEND.

The **Graduated Approach** is the way early years settings, schools and post-16 providers support children and young people who have Special Educational Needs and Disabilities.



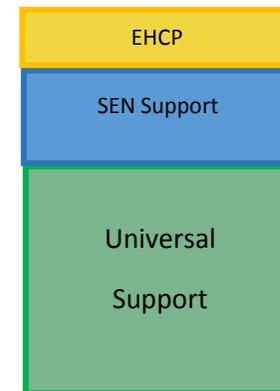
All children / young people

Should receive **Quality First Teaching**. This is called **Universal Support**



Some children / young people

Need additional and different **Targeted Support**. This is called **SEN Support**



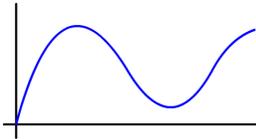
A few children / young people

Have complex SEN. They will need personalised support and may need an **Education, Health and Care Plan (EHCP)**

# What is **Universal Support** and Quality First Teaching?

Universal  
Support

All children and young people are entitled to receive **high quality, inclusive teaching.**



Children and young people make progress at different rates and have different ways in which they learn best, quality first teaching takes this into account.



**Quality First Teaching will meet the individual needs of most children and young people.**

# What is SEN Support?



When a child or young person is identified as having a special educational need, the support they receive becomes more targeted.

SEN Support

Universal

Support

**SEN support** is used to describe the **additional and different support** that is available to children and young people.



When an early years setting, school or college thinks a child or young person might need SEN support, they must work with the child or young person and their parents/carers.



Early years settings, schools and colleges must publish on their website what is provided for children and young people for Special Educational Needs. This is called an **SEN Information Report**.

# More about...What is SEN Support?

SEN Support could include



Additional materials and equipment

Focused support from the class teacher, SENCO or support staff.

Advice and support from external professionals such as specialist teachers.

Small group intervention work.

Helping the child or young person to join in class activities.

Helping the child or young person to interact with other children or young people.

## What should the educational setting do?



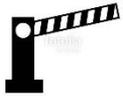
Take immediate action when a child or young person is identified as having Special Educational Needs (SEN).



Inform the family as soon as the child or young person's SEN is identified.



Work in partnership with the child or young person, their parents and carers, including them in decision making and in reviews of the support put in place.



Remove all barriers to learning by putting effective support for children / young people into place.



Review the support put into place for children and young people with SEN at least termly.



Gain advice from specialist professionals if possible.



Use Assess, Plan, Do, Review cycles to inform changes to a child or young person's SEN

# What is the Assess, Plan, Do, Review Cycle?



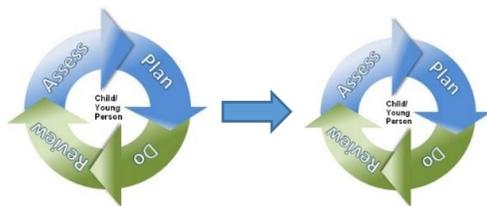
This is a graduated approach based on a four step cycle:

**Assess** – analyse the child or young person’s special educational needs

**Plan** – identify the additional and different support needed

**Do** – put the support in place

**Review** – regularly check how well it is working so that they can change the amount or kind of support needed



Some children and young people will make progress and no longer need SEN Support. Others with more complex, long-term needs will need more assess, plan, do, review cycles to make good progress.

## When do other professional get involved?



If the child or young person continues to make less progress than expected, despite receiving additional support matched to their needs, then other professionals may be asked for their help and advice.

Other professionals could include, for example, a specialist teacher, an educational psychologist or a speech and language therapist.



The early years setting, school or post-16 provider will talk to the child or young person and their parents and carers before seeking other professional advice.

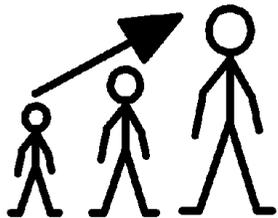
## What happens if my child makes good progress on SEN Support?



Many children respond well to support and make good progress.  
As a result, their support may change as children become more independent.



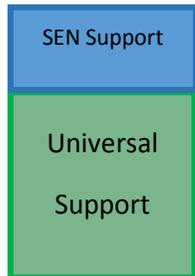
Following review, the children / young person's needs may be met by the universal support available for all. If progress continues, the child or young person may not require additional targeted support any longer. This needs to be monitored by teachers / early years practitioners.



Children and young people should receive SEN Support as long as it is needed

All support should aim to help children and young people become as independent as they can be so that they can be better prepared for adult life.

## What if no progress is made at SEN Support?



The special educational needs of most children and young people can, and should be, met through targeted support provided by the educational setting at SEN Support.

A very small number of children and young people may not make progress despite interventions put in place at SEN Support.



An Education, Health and Care (EHC) Needs Assessment may be needed.

An (EHC) Needs Assessment finds out about a child or young person's special education needs and the support they need in order to learn, progress and achieve. An EHC Needs Assessment will find out if an Education, Health and Care (EHC) Plan is needed.



At every stage, the views and wishes of the child or young person and their parent and carer will be listened to. The Children and Families Act 2014 state that local authorities are responsible for carrying out an Education, Health and Care (EHC) Needs Assessment.

# Who can request an Education, Health and Care (EHC) Needs Assessment?

Requests for an EHC Needs Assessments can be made by:



- The educational setting, such as early years settings, schools or post-16 providers by completing the request form.



- The parent(s) or carer(s), by writing to the local authority. This can be done by email
- The young person, over the age of 16 but under the age of 25, by writing to the local authority. This can be done by email.

- Anyone else who knows the child or young person well and believes an EHC Needs Assessment might be needed, such as a health professional or social worker, by writing to the local authority. This can be done by email.



Requests for an EHC assessment can be made using the following contact details: [Bath & North East Somerset Council, Statutory Special Educational Needs Service People and Communities, Lewis House, Manvers Street, Bath, BA1 1JQ](#) email: [special\\_educationalneeds@bathnes.gov.uk](mailto:special_educationalneeds@bathnes.gov.uk)

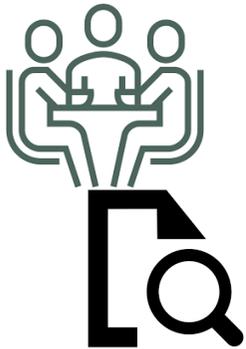
## What happens when an Education, Health and Care (EHC) Needs Assessment is requested?



When a request for an EHC needs assessment has been submitted, a 20 week process starts.

This 20 week process includes three phases:

The Request phase -The Assessment phase - The EHC plan phase



The Statutory Special Educational Needs (SEN) Panel considers information and evidence gathered about the child or young person's special educational needs and makes decisions about the request.

Not every assessment results in an EHC Plan but it always clarifies the needs of the child or young person

There is a short infographic explaining EHCPs available to view on <https://www.youtube.com/what is an education health and care plan>

## What if I need more information?



If you still have concerns and want to talk to an independent organisation you can contact the SEND Partnership Service in BANES

Helpline 01225 394382 available Monday to Thursday 10.00am to 3.00pm, term time only. There is an answerphone outside of these hours.

Email: [send\\_partnershipservice@bathnes.gov.uk](mailto:send_partnershipservice@bathnes.gov.uk)

Text: 07530 263 401



Other useful information can also be found on the Rainbow Resources here in BANES which is Our Local Offer – providing local information for families with a child or young person with additional needs, a special educational need or disability

<https://www.rainbowresource.org.uk/>