

# SEND SUPPORT IN MAINSTREAM SETTINGS

## **What SEND support should the setting provide?**

Every mainstream education setting has a legal obligation to provide adequate SEND support to any pupil who needs it. This includes Early Years and post 16 providers. A Child or Young Person does not need to have a formal diagnosis to receive SEND Support. Southend Council has agreed school's guidance which outlines the expectations and examples of provision and arrangements for professionals. This can be found on the Southend Learning Network (SLN) portal.

## **Who should I speak to if I think my child or young person may have special educational needs?**

If you think that your child may need additional SEND support or a different provision, please speak to the SENCO in their education setting.

All schools have a duty to have a nominated SENCO, a specialist teacher responsible for SEND and who will ensure that all needs for pupils, with or without an EHCP, are met. The details of this staff member can be found listed in the School Information Report or on the setting's website.

There are different levels of SEND support available. The SENCO will discuss this in more depth with you, support with identifying your child or young person's needs, agree, and put the support and adjustments that your child or young person needs. Examples of provisions that a setting can provide can usually be found on the Southend Local Offer website.

## **How does the SENCO decide how much support my child or young person needs?**

The SENCO and professionals in the setting use a cycle called "Assess, plan, do, review". This is four stages and means that they will;

- ▶ Carefully assess the child's individual needs
- ▶ Plan what support they need
- ▶ Provide the support (do)
- ▶ Review how successful that support has been.

Once the cycle is worked through carefully and the review stage is completed, the setting will then decide if they need to adapt or change the level or type of support, based on any progress the child or young person has made. The cycle can be repeated to ensure that the child receives the most appropriate type of support. This can include external professionals such as educational psychologists, health professionals, therapists, or specialist outreach services. It should also include your views and that of your child or young person. Any adjustments made or any provision change should be based on the assess, plan, do, review cycle. This cycle will be documented and is usually recorded in an Individual Support Plan (ISP) or equivalent. This will be shared with you and your child and young person.

## What can I do if I don't think that the support is right or enough?

There may be times that you think;

- ▶ My child or young person is not receiving the correct level or type of support that they need
- ▶ Their needs are not recognised or identified early enough
- ▶ The support is not being reviewed, or you are unsure about the progress made
- ▶ They should have an Education, Health and Care Plan (EHCP), but the setting has not applied for one. An EHCP is a legal document that lays out the child or young person's individual needs and what support the setting needs to provide; **Please go to the EHCP section for more information PAGE 98.**

If this is the case, you should contact your child or young person's teacher in the first instance and discuss your concerns with them. The teacher will be involved in the 'assess, plan, do, review' process. You can also contact the setting's SENCO directly or ask that the teacher speaks to them on your behalf or with you. If you are not happy with the outcomes of these conversations, you can raise concerns with the Headteacher or nominated school leader (this may be the SENCO's line manager, who may not be the Headteacher).

If you are not satisfied with the response from the setting, you may then follow the setting's complaints policy. Details of this can be found on their website. The setting is legally obligated to provide SEND support that is suitable for your child or young person's needs, so you can ask for a written response to the (written) concerns that you have raised. Finally, you can contact the Local Authority about your concerns and conversations with the setting or the Regional School Commissioner for Academy schools. Every Local Authority has a SENDIASS Service that can provide advice and support on the expectations of schools for pupils with SEND.

The Southend SENDIASS website includes a range of helpful resources:

**[www.sendiasssouthend.co.uk/parents-and-carers/education/support-in-mainstream-schools/](http://www.sendiasssouthend.co.uk/parents-and-carers/education/support-in-mainstream-schools/)**

## What happens if the provision or SEND support isn't enough for my child or young person?

If you or the professionals in the setting (or those outside of the setting) feel that your child or young person's needs require support over and above SEND support and have evidence to support this, you/they may consider applying for an Education, Health and Care Needs Assessment (EHCNA).

**See the EHCP section for more information PAGE 98.** This can be discussed with the SENCO from the setting.