



# SEN Matters



## Spring 2018 Newsletter

### Sensory area

Our new sensory area in KS2 is now up and running! It provides a calming environment for children when they need it.



### Coffee Afternoon



I am delighted that we will be hosting our first coffee afternoon of this year later in March. We have several professionals taking part, including our PSS and CAT workers and our Educational Psychologist. This is an opportunity for you to find out information about how we support our children in school and to ask any questions you may have. We will also spend some time sharing our new SEN policy and Local Offer. This is a great chance for you to have your say about the way our SEN department works. If you would particularly like to attend, please email me at the address below. Invitations will be sent out nearer the time.

### Parents Evening

Parents Evening will be on Tuesday 27<sup>th</sup> March and Wednesday 28<sup>th</sup> March.

Mr Phillips and I will be available for drop-in appointments should you wish to discuss any SEN or family support issues.

### Spotlight on EHCPs

I have included some information that you may find useful regarding EHCPs. Please note that in our school, we only have 5 children who have an EHCP.

I currently teach in class every morning and carry out my SENCO role during afternoons. If you would like to contact me, please email [senco@abprimary.bham.sch.uk](mailto:senco@abprimary.bham.sch.uk) and I will get back to you as soon as possible.

Thank you 😊 Miss Edwards



## **SPOTLIGHT ON SEN – EHCPs EXPLAINED**

**Most children with special educational needs (SEN) go to a mainstream school.**

The law says that schools must do everything they can to make sure children with SEN get the extra support they need to achieve as well as they can. Mainstream schools do this through a system called SEN support.

### **THE SEN SUPPORT PLAN**

The school should draw up an SEN support plan, involving you and your child, focusing on the outcomes your child needs and wants to achieve and detailing how the school will help them to achieve these. The school should give you clear information about the extra help your child is getting.

The SEND Code of Practice says that schools should use a 'graduated approach', or four-part cycle (Assess, Plan, Do and, Review) to support your child with SEN. This means that the SENCO and teaching staff should:

- Analyse your child's difficulties.
- Identify the extra support your child needs.
- Put the support in place.
- Regularly check how well it is working so that they can change the amount or kind of support if they need to.

The school can ask specialist support services, for example, educational psychology, behaviour support or speech and language therapy to carry out assessments and provide further advice and support if necessary.

### **WHAT IF MY CHILD NEEDS MORE HELP THAN THEIR SCHOOL CAN GIVE?**

**A small number of pupils may need more help than a mainstream school can normally give** at the level of SEN support. Such pupils will need an Education Health and Care (EHC) needs assessment to decide what help they need. This assessment can lead to an Education Health and Care (EHC) plan.

### **WHAT IS AN EHC PLAN?**

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. The plan is drawn up by the local authority after an EHC needs assessment.

An EHC plan can be issued to a child or young person between the ages of 0 and 25 years.

## WHO NEEDS AN EHC PLAN?

**Most children and young people with special educational needs will not need an EHC plan.** SEN support at their nursery, school or college will be able to provide all the extra help they need. EHC plans are for children and young people whose special educational needs require more help than would normally be provided in a mainstream education setting (a college, school, nursery). Although the plan can include health or social care needs, your child will not get a plan if they *only* have health or social care needs that do not affect their education.

## HOW DO I GET AN EHC PLAN?

EHC plans are drawn up by the local authority after an EHC needs assessment. You, your child's education setting or your child, if over 16, can ask your local authority to carry out an assessment.

## WHAT DOES AN EHC PLAN LOOK LIKE?

The plan has 11 sections labelled alphabetically:

- A: The views, interests and aspirations of your child.
- B: Special educational needs (SEN).
- C: Health needs related to SEN.
- D: Social care needs related to SEN.
- E: Outcomes - how the extra help will benefit your child
- F: Special educational provision (support).
- G: Health provision.
- H: Social care provision.
- I: Placement - type and name of school or other institution.
- J: Personal budget arrangements.
- K: Advice and information - a list of the information gathered during the EHC needs assessment.

The plan should be written so that everyone can understand it. It should be clear and detailed about the amount and type of support your child will get and how the support will help your child.

**Pupils with an EHC Plan can go to a mainstream school or a special school**, depending on their needs. In a special school there are only pupils with special educational needs, and they will usually have needs that are more complex. The school may have specially trained teachers, therapists or special equipment to support them.

For further information, contact the SEN Assessment and Review Service:

The SENDIASS team is available from 8:45am to 5pm, Monday to Friday.

- Lancaster Circus  
PO Box 16289  
Birmingham  
B2 2XN
- **Telephone:** 0121 303 5004
- **Email:** [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)