

- an extra adult in the classroom to support your child, individually or in a small group
- an advisory teacher from one of the LA's advisory services to work in school with your child or support school staff to deliver a specialist programme
- small group or individual teaching for specific purposes, eg the development of spoken and written language, social skills, or for support with work previously done in the whole class situation
- access to and planned use of specialist equipment (laptop, adapted chair etc)

There are regular reviews with parents and children. Adjustments are made to the support programme and new targets set. Written plans and detailed records are kept.

Children with statements

The LA has responsibility for ensuring that appropriate support is delivered for children with statements of special educational needs.

A statement has to be reviewed annually. Parents, children and relevant professionals, eg educational psychologist, paediatrician, should be invited.

Where can I get more information?

- Leaflet 2 in this series
- An Extra Pair of Hands
- The Head Teacher or Special Needs Co-ordinator in your child's school.
- Parent Information Pack
- Provision & Services for Children & Young People with Additional Needs (for families in the County).
- Special Educational Needs in Nottingham
- a guide for parents and carers (for families in the City).

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Leaflet 1 For Parents and Schools

The Context



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Nottinghamshire
County Council



This leaflet is about arrangements for helping children with special educational needs in school

Arrangements for helping children

Who needs help?

All children need help at school from teachers, teaching assistants, midday supervisors, parents and other children. Children with special educational needs and disabilities need more extensive, planned support.

Extra help to do what?

To help children with SEN join in with the things others are doing, teachers will give explanations, set up equipment, provide specialist materials, give encouragement, break tasks into small steps, give feedback and generally support the child to feel safe, confident, productive and included.

How is the help arranged?

Every school has a policy for identifying and meeting special educational needs, and must make suitable arrangements to do this using money in their budgets provided for this purpose.

Where needs cannot be met from the school's own resources, the Local Authority (LA) may contribute financially or with specialist staff. Neither schools nor the LA have unlimited resources and priorities have to be made.

What influences the amount of additional support?

The school's ordinary arrangements for meeting special needs should be the basis for any additional support. There should be enough help to allow the pupil to have access to the full curriculum and make learning progress, but not so much support as to interfere with the development of independence and friendships.

Even children with the greatest needs in special schools do not have unlimited amounts of individual teaching; they have regular periods where they are able to choose their own activity, have rest breaks, and interact with other pupils.

Do all schools follow the same procedures?

Yes, although support arrangements take into account the social and teaching environments in different schools. Schools are guided by LA policies and the principles set out in the DCSF SEN Code of Practice 2002 (guidance to support the SEN and Disability Act 2001 and Part IV of the 1996 Education Act). This recommends a graduated response to the support for children's special educational needs.

Who is responsible for ensuring that children are appropriately supported?

Schools have responsibility for young children at Early Years Action and Early

Years Action Plus and for older children at School Action and School Action Plus.

The LA has a general responsibility to support and guide schools in meeting the needs of all children, and will provide more specific advice and guidance for schools with children at School Action Plus. Specialist teachers in sensory impairment, emotional and behavioural difficulties and learning support can give direct teaching and advise school staff.

School Action (or Early Years Action)

When a teacher identifies that your child has special educational needs, this will be discussed with you, together with the support that will be provided for your child **additional to or different from** that which is normally provided as part of the normal curriculum planning.

(See Parent Partnership Service leaflet 'School Action and School Action Plus' for more details.)

School Action Plus (or Early Years Action Plus)

When the school feels it is necessary to consult with outside agencies for advice about how best to support your child's needs, your child will be placed at School Action Plus (or Early Years Action Plus for young children). Additional support arrangements could include: