



Special Education Needs (SEN) Support

Support that mainstream school should provide for children with SEND.

What is SEN support?

Every child with identified special educational needs should have support where it is needed. This is likely to mean that help is additional to or different from the support given to other children of the same age. Support will initially be given through a setting's own resources. This is called **SEN support**.

The SEND Code of Practice 2015 (6.1) says:

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best.
- Become confident individuals living fulfilling lives; and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.”

Purpose of SEN support

The purpose of SEN Support is to help children and young people achieve the outcomes or learning objectives set for them by school. Schools should involve parents, children and young people.

Because every child is different and has different needs, the support your child receives may be quite different from another child's support.

Schools may also arrange support in different ways too. So, it may not look the same in every school.

Information about a school's SEN provision can be found on their SEN information report.

SEN Information Report

Every school must publish a SEN information report about the SEN provision the school makes. You can find this on the school's website. You can also ask your child's teacher or the school's Special Educational Needs Co-ordinator (SENCo) for this information.



SEND Information sheet - SEN Support

Examples of SEN support

SEN Support can take many forms including:

- A special learning programme for your child.
- Extra help from a teacher or learning support assistant.
- Making or changing materials and equipment.
- Working with your child in a small group.
- Observing your child in school and keeping records.
- Helping your child take part in class activities.
- Making sure your child has understood things by encouraging them to ask questions and try something they find difficult.
- Helping other children work with them or play with them at break time.
- Supporting your child with physical or personal care, such as eating, getting around school safely, toileting or dressing.

Who decides what SEN support my child should have?

The SENCo (Special Educational Needs Co-ordinator) is the person who coordinates all SEN support the children receive and helps staff to deliver this.

Do contact the teacher or the SENCo if you have any concerns/questions about your child's support.

The SEND Code of Practice 2015 (6.17) says:

“Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.”

The Graduated Response

The process the school should use to meet these duties is known as the **Graduated Response**.

This is based on four steps:

Assess

Teaching staff should work with the SENCo **to assess** your child's needs, so that they give the right support. They should involve you and your child in this.

The SEND Code of Practice 2015 (6.45) says:

“Schools should take seriously any concerns raised by a parent. Sometimes schools will seek advice from a specialist teacher or a health professional. They should talk to you about this first.”

Plan

If the school decides that your child needs ‘SEN Support’, it must tell you. The school should talk with you about the outcomes that will be set, what help will be provided and agree a date for progress to be reviewed.



SEND Information sheet - SEN Support

DO

Your child's class or subject teacher is usually responsible for the work that is done with your child and should work closely with any teaching assistants or specialist staff involved. The school should tell you who is responsible for the support your child receives. All those who work with your child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Review

The school should review your child's progress, and the difference that the help your child has been given has made, on the date agreed in the plan. You and your child should be involved in the review and in planning the next steps.

Plymouth has a new website which has detailed information on Plymouth's approach to Inclusion and can be found here:

[Plymouth GATI Home - Plymouth GATI](#)

PIASS also has resources on:

- [Making the most of meetings with a SENCO](#)
- [Meeting planner](#)
- [Levels of SEN support](#)

Find out more information here:

[What does SEN Support in school mean? | \(IPSEA\) Independent Provider of Special Education Advice](#)

More about PIAS

Visit our website for other information leaflets and resources at:

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

We offer:

Information: Through leaflets on our website, Facebook page and workshops.

Advice: We provide impartial information and advice about what the law says, the Local Authority's policies and procedures.

Support: We can help you by listening to your views and concerns and working with you to explore your options.

Contact us [Contact Us - Plymouth Information Advice and Support for SEND.](#)

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