

## Contact the **SEN Team**

SEN Team, Shropshire Council  
Abbey Foregate, Shrewsbury, Shropshire, SY2 6ND  
Telephone: 01743 254267  
Email: [senteam@shropshire.gov.uk](mailto:senteam@shropshire.gov.uk)

**The Information Advice and Support Service (IASS)** offers free, confidential and **independent** information, advice and support to children and young people with SEND and their parents about special educational needs and disability including:

- Listening to your concerns, explain your options, rights and responsibilities
- Help with paperwork and preparation for meetings including deciding what questions to ask
- Signposting to additional information and helpful organisations
- Support to resolve issues including any concerns and complaints, appeal decisions and support to develop good communication
- Provide information on SEND law and national and local policies



**Telephone:** 01743 280019. Referral line is open: Mon to Fri 10:00am to 4:00pm  
**Email:** [iassadmin@shcab.cabnet.org.uk](mailto:iassadmin@shcab.cabnet.org.uk)



### Search '**Local Offer Shropshire**'

A single place for information, services and resources relating to Special Educational Needs and Disability.

Website: <http://shropshire.gov.uk/local-offer/>

Email: [local.offer@shropshire.gov.uk](mailto:local.offer@shropshire.gov.uk)

Call: **0345 678 9063** asking for '**SEND Local Offer**'

@localoffershop /sclocaloffer



*All children and young people will be happy, healthy, safe and reach their full potential, supported by their families, friends and the wider community*

# SEND

Special Educational Needs and/or Disability

## What is SEN Support?

**Information for parents/carers about what to expect when your child is identified as requiring SEN Support**



## What are Special Educational Needs?

If a child or young person has significantly greater difficulty in learning than the majority of others of the same age, or has a disability that makes it difficult for them to access the educational provision (including early years education) provided for other children of the same age, they may have a special educational need (SEN). Having a disability doesn't necessarily mean that a child will have a special educational need.

Most children will have their additional needs met within the classroom through good quality teaching delivered by the class teacher.

## What should I do if I think my child has a Special Educational Need?

You should discuss any concerns that you have with someone in school. This is likely to be your child's class teacher. It's always a good idea to make an appointment to speak to them. This will ensure that you have the necessary time, and will provide you with the opportunity to discuss your concerns in private. It's important that you tell them the reasons why you're concerned, and ask what will happen next. You may also want to speak to the school's special educational needs co-ordinator (SENCo). All schools must have a named SENCo.

Your child's school will contact you if they have concerns about your child's progress in any area. The school must tell you if they're making special educational provision for your child, and should discuss with you what support they will offer and what will happen next.

The school may also ask you if an '[early help](#)' assessment has been undertaken. This may happen if your child has SEN in the area of social, emotional and mental health, or if there are other services working with your family to provide support. If you already receive early help support it's important that the school is aware of this so that it can contribute to the early help process.

The school may suggest that an early help assessment is completed. This will help to identify any other help that may be available to support your child and/or your family.

You can find information about how your school meets the needs of children with SEN by looking at its SEN information report. All schools must publish one on their website and keep it up to date.



## What happens at SEN Support?

Mainstream schools are expected to use their best endeavours to make sure that a child with SEN gets the support they need.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN Support should take the form of a 4-part cycle known as the '**Graduated Approach**'.

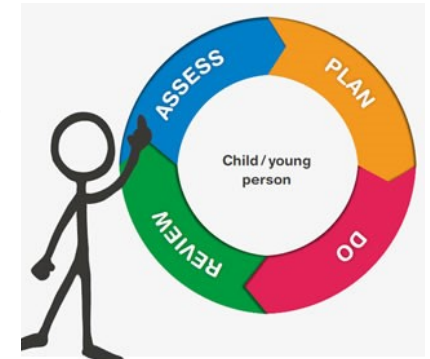
The four stages are:

**Assess** – Using a range of information that is available from school, family and external practitioners to identify the primary barriers to learning.

**Plan** – School, parent and the pupil should agree the adjustments, interventions and support to be put in place. All staff who work with your child should be aware of their needs and any teaching strategies or approaches that are required.

**Do** – The teacher is responsible for working with the child on a daily basis. They should work closely with any teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

**Review** – The impact and quality of the support and interventions should be evaluated, along with the views of the parent and child. The class teacher, working with the SENCo, should revise the support in light of the pupil's progress and development.



## What should I expect?

- ◇ Before identifying your child as requiring SEN Support the school will request a discussion with you to gather information and agree approaches required to support your child.
- ◇ Following the gathering of information and using evidence from any assessments, school should, in partnership with you and your child, produce 3-5 desired outcomes. These outcomes should take into account the assessed special educational needs of your child and should not just focus on academic attainment. These outcomes will be recorded on a Person Centred Plan (PCP) which will also describe the strategies and interventions that will be used to support your child to achieve the identified outcomes. The PCP will be shared with all staff involved with your child.
- ◇ School will offer you the opportunity to discuss your child's progress at least 3 times per year.
- ◇ All mainstream schools are provided with resources to support children with additional needs, including pupils with SEN and disabilities.