



A child or young person does not need a diagnosis to receive SEN (Special Educational Need) support, the SEND Code of Practice 2014 defines SEN as:

The SEND Code of Practice 2014 defines SEN as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a child or young person has SEN, then the educational placement they attend has a duty to provide SEN support for them in the first instance. The school should follow the four-part cycle, please see Diagram 1.

If after following the four-part cycle and putting substantial SEN support in place the child or young person is still not progressing, then the educational placement with the parent and child/young person should look in to applying for an EHCP (education health and care plan). Please see diagram 2.

Receiving a diagnosis e.g. autism, ADHD, dyslexia does not mean that an EHCP should be applied for straightaway, the school still have a duty to provide SEN support. If the SEN support isn't working as expected then an EHCP can be applied for, many children can have their needs met at SEN support without an EHCP.

The Equality Act 2010 defines a disability as:

A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

A child or young person with a disability may not have SEN but a child with SEN is most likely to have a disability.



Child and young person involved at all stages

Differentiation—the teacher changes how they teach if the child or young person isn't progressing

Progress less than expected

Assess SEN—include and take account of the child or young person and/or parents views

NO

YES

REVIEW

Has progress been made?
Consider views of all who have been involved.
Change the support if needed.

ASSESS

Collecting information about needs from early years/school/post 16 provision and professionals., such as progress, attainment (ability), behaviour. Record the information

Extra or different work, working towards targets, bringing in external professionals.

Schools should meet at least termly with parents/carers or young person

PLAN

Write a plan of:

- Support
- Expected progress (outcomes)
- Review date

DO

Teacher or tutor responsible for the delivery of the plan. Teaching

Despite several cycles of SEN support, expected progress has not been made

Assessment for an Education Health & Care Plan (EHCP) should be considered. See our EHCP Booklet

SEN Support

(information about what is available across Norfolk for children and young people with SEND)

The Local Offer

How long does all this take?

