

Rochdale
SENDiass

Special Educational Needs,
Disability Information,
Advice & Support Service.

Believe in
children
 Barnardo's

What do we do?



Special Educational Needs,
Disability Information,
Advice & Support Service.

Our Role

- Working in Partnership
- Empowering families
- Impartial service

Who are we?

- Statutory service
- Commissioned by LA
- Managed by Barnardos

How we can help?

- Advice and Information based on legislation and statutory guidance
- Support at meetings
 - Help to complete paperwork
- Signposting to other services

Where do we fit Nationally?

- Part of a National Network
- The IASS Network is funded by the Department for Education (DfE).
- 3 levels of legal training



The screenshot shows the homepage of the Information, Advice & Support Services Network (IASSN). At the top, there is a navigation bar with links for 'Members Area', 'Contact Us', and social media icons for Facebook, Twitter, and LinkedIn. Below this is a search bar with a 'Go' button. The main header features a blue navigation menu with links: 'About Us', 'Find your local IAS Service', 'Professionals', 'Children and Young People', 'Parents', and 'Resources'. A central banner area contains a yellow box with text: 'The IASS Network provide training and support to IAS Services across England. We were previously known as the National Parent Partnership Network (NPPN).', a 'Find out more' button, and the IASSN logo with the text 'for SEND'. Below the banner, there is a section titled 'Who we are' with a brief description of the network's role and a link to 'Find out more'. To the right of this section is a 'Tweets' widget showing a tweet from @NPPCF about joining a Local Parent Carer Forum.

The session today

- Introductions
- Current Themes
- Wanting to achieve the best for children/Young People with competing demands
- Who can contact SENDiass?



Special Educational Needs,
Disability Information,
Advice & Support Service.

Activity

- Table top Activity
- 5 reasons why parents contact SENDiass
- Put them in order of the most common

Level of support

July – Sept 26 parents contacted SENDiass about this

Issues identified by parents

- Setting not following advice from OT or SALT e.g sensory snacks not being planned into child's day
- Setting not differentiating work
- Lack of understanding of ASC – parents feeling that individual needs are not being taken into account
- Inconsistent approaches to support particularly in secondary school. Things agreed by SENDCO not being carried out by individual teachers.

Best endeavors
should be used to
make sure a child
with individual
needs gets
appropriate
support

Part 3 of the Children and Families Act

2014 Local Authorities and settings have a duty to support children to “achieve the best possible educational and other outcomes” – section 19 (d).

Parents should
be involved in
graduated
response and
invited to
discuss
progress/difficul
ties

Settings should
readily share
information with
parents and
provide it in a
format that is
accessible

Settings must make
reasonable adjustments
to prevent children with
SEND being at a
disadvantage

There are now Autism Champions that
support nurseries and schools to
understand Autism

Exclusions

July to Sept 4 parents contacted SENDiass about this

Issues identified by parents

- Parents asked to pick child up from school early due to being able to cope
- Parents not being notified formally of reasons for exclusion
- Parents being told that they can move their child's school or be permanently excluded – meaning parents feel they have no option.

Where an excluded pupil is of compulsory school age the head teacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours

Parents have the right to appeal any formal exclusion

Schools should take reasonable steps to set and mark work for pupils

The behavior of a pupil outside school can be considered grounds for an exclusion.

Headteachers/Principals have the right to exclude any pupil, including those with SEND.

Parents can challenge any informal exclusion by making a formal complaint

Exclusion from maintained schools, Academies and pupil referral units in England April 2012

Exclusions must be formally recorded and parents **MUST** be notified in writing. Sending pupils home to 'cool off' is known as an informal exclusion and is unlawful. Schools who are unlawfully excluding children are not fulfilling their duty to provide full time education and parents lose their right to appeal

Part time timetables

July – Sept 4 parents contacted SENDiass regarding this

Issues identified by parents

- Reception aged children only able to attend part time, some for as little as 1 hour per day
- Parents unaware of how decision has been made and professionals involved
- Parents feel the setting does not want their child
- Part time timetables not being increased over time

Equality Act 2010. In particular, settings **must not** discriminate against, or take actions which will place children or young people at a substantial disadvantage.

The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. **Most children with SEN need special educational provision that comes to less than £6,000.**

All children of compulsory school age are legally entitled to receive a suitable full-time education

A temporary part-time timetable should provide a means of achieving re-integration to full-time education

Compulsory school age begins at the start of the term following a child's fifth birthday

EHCP's

July to Sept 19 parents contacted SENDiass about EHCP's

Issues identified by parents

- Settings not following provision set out in EHCP
- Parents not receiving draft plan in times set out by statutory timescales and being unaware of the reasons
- Settings telling parents they need to request a specialist school to be named on EHCP when this is not what parent wants
- Settings not agreeing to do EHCP request

If the LA refuses to issue an EHC plan or complete an assessment, the parent/young person must be informed of the reasons why and that they have the right to appeal to the Special Educational Needs and Disability Tribunal.

The graduated response should generally be utilised before a request for an EHC is submitted

Where there are exceptional circumstances it may not be reasonable to expect Local Authorities and other partners to comply with the statutory timescales.

The majority of children/YP can have their needs met within SEN support

Mainstream education cannot be refused on the grounds it is not suitable

An EHCP can be requested by school, a parent or by a young person themselves

Lack of progress

July – Sept 10 parents contacted SENDiass about this

Issues identified by parents

- Child is at least 12 months behind others in class but no additional support is in place
- Child receiving additional support but still not progressing
- Delay in identifying individual needs resulting in lack of progress which may be viewed as a behavioural issue.
- Presumptions that parents of children displaying unwanted behaviour require parenting courses.

Schools
should assess
each pupils
current skills
and levels of
attainment
on entry

Class and subject
teachers supported by
the SLT should make
regular assessments of
progress for all pupils

A particular concern
would be a child whose
progress is significantly
slower than that of their
peers starting from the
same baseline

The first response should
be high quality teaching
targetted at the area of
weakness

Where a
child fails to
match or
better their
previous rate
of progress

Where progress
continues to be less
than expected the
setting should
assess whether the
child has SEN

Lack of communication/wanting to change schools

July – Sept 8 parents contacted SENDiass regarding this

Issues identified by parents

- Parents feel they are only receiving negative feedback and that there are rarely positive comments
- Settings refusing to use home school diary for parents
- Parents not aware of what support is in place for their child
- Parents not aware their child is on SEN Register

Schools should talk to parents regularly to set out clear outcomes and review progress towards them. Parents should have a clear understanding of what support is in place for their child

Discussions with parents should involve the SENDCO and the class teacher, or any other person with good knowledge and understanding of the child and their needs.

Discussions will need to allow sufficient time to explore parents views and to plan effectively.

Settings should meet with parents of child with SEND at least 3 times per year.

The views of the pupil should be included within all discussions

How to get in touch

Ring us on 01706 515717

Email –

rochdale.sendiass@barnardos.org.uk