

Guidance around SEND Processes

for Parents/Carers & Schools in Bedford Borough

SEND Code of Practice (2015) Chapter 1 1.1 and 1.2 Principles underpinning this Code of Practice

Linked to Aim 3 SEND Improvement Action Plan

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Aim:

- To have a clear pathway of communication between school and parents around processes for children with SEND.

Expected Impact:

- The child will be at the centre and parents will be informed and understand about processes for SEND in schools.

| Parents/Carers... | Schools... |
|---|--|
| <p>Read the school's SEN Information report on the school website to understand the schools offer. Ask to visit the school.</p> | <p>Must publish the SEN Information report on the website. Review and update the SEN Information report, yearly. Offer school visits. Could consider the accessibility of the SEN Information report is for all families. E.G, English as an Additional Language, an easy read version. This should be updated on the Local Offer. https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#send</p> |
| <p>Ask how your child's progress is tracked.</p> | <p>Should track children/young people throughout their academic career. Children/young people should have regular reviews and this could be communicated with families.</p> |
| <p>Ask how your child's is assessed.</p> | <p>Will use individual systems to assess children. Schools should make this transparent and accessible to parents. Children/young people who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. These learners will require support to remove barriers to learning and put effective special educational provision in place.</p> |
| <p>Ask when review meetings will be held. At review meetings, let school know what helps your child/young person at home. Ask what you can do at home to support their learning. Remember to read the SEN Information Report on the school website.</p> | <p>Will have regular review meetings. Should be at least three times a year.</p> |
| <p>Parents/carers or child may approach schools with concerns and should be listened to, to find a solution. Ask the school office or SENCo to find about the school communication systems in place.</p> | <p>Agree how the school will implement robust methods of informing parents when gaps in learning occur – Consider who will contact parents. Inform parents of the schools methods of communication.</p> |
| <p>Ask about the SEND register and what it means for your child in school.</p> | <p>Explain what the SEND register is. Explain how and when a child is added to the register so parents have an understanding of what the register is and what it means for their child.</p> |
| <p>Let school know what helps your child at home. Ask what you can do at home to support your child's learning. Let schools know when you are available for meetings. Let schools know if you cannot attend a meeting.</p> | <p>Consider how to implement robust methods of informing parents of the four-part cycle - assess, plan, do, review. Explain to parents about the Graduated Approach and that through this cycle, actions are reviewed and refined. Each school will document this differently.</p> |
| <p>Understand that a learning journey is different for all children in the school they attend.</p> | <p>Support all staff in school to understand that a learning journey is different for all children and their families.</p> |

Parents...

Consider how you want to receive communication. This might be in person, email or telephone. Let school know the best way to communicate with you. Consider where and when you ask to speak to teachers, SENCo and the adults that work in school. Be mindful of confidentiality and respecting each other.

Ask if you need support to understand something. Ask what any acronyms mean. See link for SEND glossary. <https://localoffer.bedford.gov.uk/kb5/bedford/directory/advice.page?id=vhi1d-ZMSYI&localofferchannel=0>

Use all the support networks by regularly checking the Local Offer and share them with school. For example, Local Offer, Bedford Parent Carer Forum, SENDIASS, Faces, Health Hub, Child Development Centre, Neurodevelopment nurses, school nurses and Mental Health Hub. Parents should keep updated with changes in services and offers available.

Work together to be transparent from the beginning, form positive relationships and be respectful of the journey each school might take and that each school's SEND Offer will be different.

Develop a meaningful relationship and listen to all concerns to get effective outcomes. Families and all those working with the child should keep it child centred.

Be proactive to share any reports and communication from other organisations to help reach positive effective outcomes for the child or young person. Keeping the child at the centre.

Give school time to respond and reflect both in meetings and after meetings. Schools may have their own set of response times.

Be proactive with transitions for children with SEND. Work with school to understand the process of the different transitions and support each other to make transitions successful for the child/young person.

Pro-actively inform schools of any external appointments, so that school can be prepared. Then share reports.

Understand what it like is to manage 'waiting' for your child / young person in school, both, internally and externally. Support your child to know and manage waiting times. Set expectations and respect school's workload. If you need support for waiting then ask school for support, look for other services, and look for early interventions to support needs. Try to make the situation a positive experience and look for practice solutions.

Take a respectful approach when raising concerns.

Schools...

Reflect on the best and most appropriate method of communication for each family. This might be in person, email or telephone. Be mindful of confidentiality and respecting each family. Consider the communication methods and processes in place. Consider how they can be consistent and shared with parents.

Explain educational language and acronyms. See link for SEND glossary. <https://localoffer.bedford.gov.uk/kb5/bedford/directory/advice.page?id=vhi1d-ZMSYI&localofferchannel=0>

Use all the support networks available by regularly checking the Local Offer and share them with home. For example, Local Offer, Bedford Parent Carer Forum, SENDIASS, Faces, Health Hub, Child Development Centre, Neurodevelopment nurses, school nurses and Mental Health Hub. Schools should keep updated with changes in services and offers available.

Work together to be transparent from the beginning, form positive relationships and be respectful of the journey each family might take and that each family might need different levels of support.

Consider how to develop a meaningful relationship and listen to all concerns to get effective outcomes. Schools and other professionals working with the child should keep it child centred.

Be proactive to share any reports and communication from other organisations to help reach positive effective outcomes for the child or young person. Keeping the child at the centre.

Give families time to respond and reflect both in meetings and after meetings. Consider what response times look like. Share response times with parents.

Be proactive with transitions for children with SEND. Work with the family to understand the process of the different transitions and support each other to make transitions successful for the child/young person.

Pro-actively inform families of any external appointments, so that the family can be prepared. Then share reports.

Understand what it like is to manage 'waiting' for this child and family, both internally and externally. Support parents/ child to know and manage waiting times. Set expectations of each other, respect the family's home life, and work commitments. If families need support for waiting, then escalate to other services and look for early interventions to support needs. Try to make the situation a positive experience and look for practical solutions.

Take a respectful approach when raising concerns.