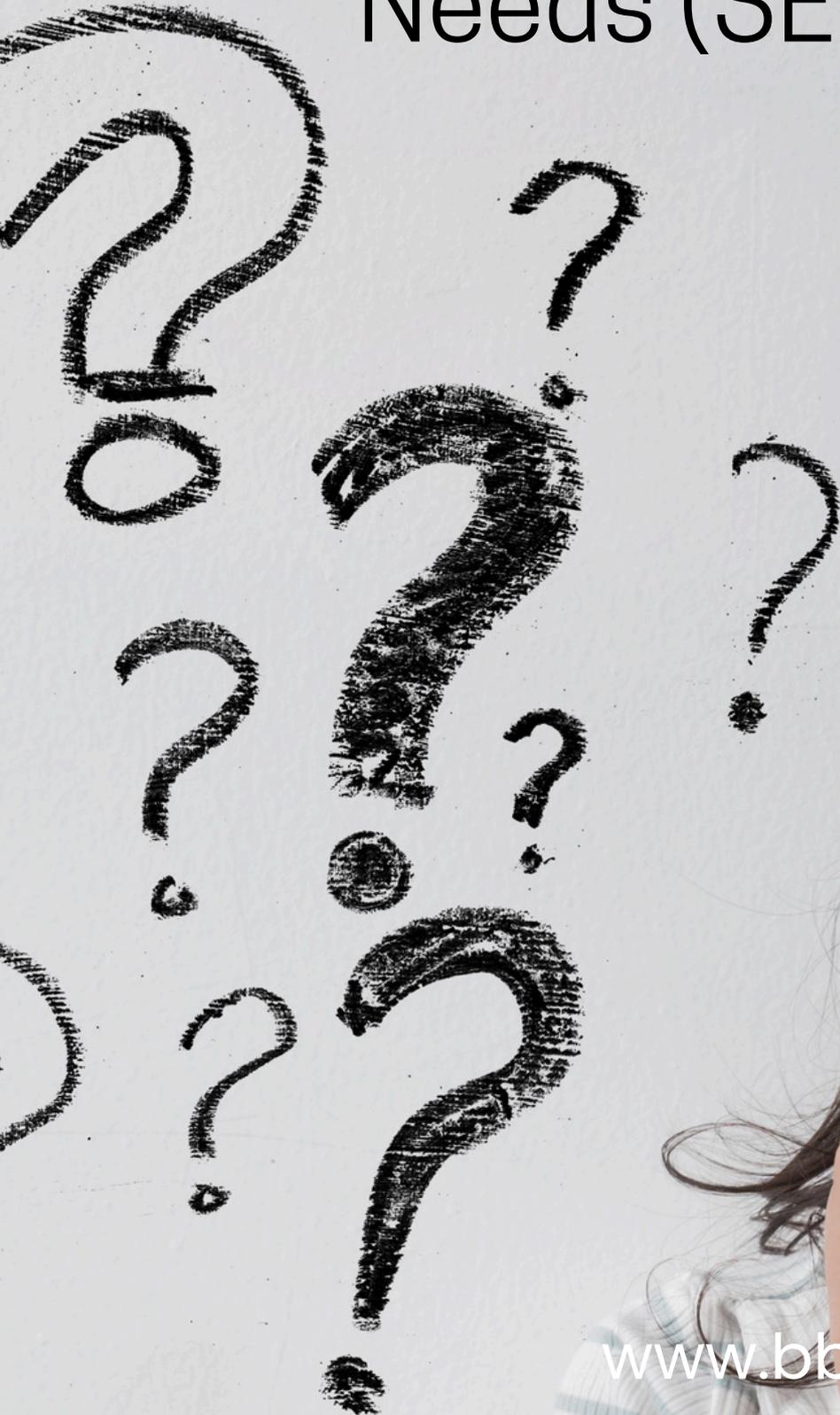


What Are Special Educational Needs (SEND)?



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A child or young person is considered to have SEN if they have a learning difficulty or disability that makes it harder for them to learn compared to others of the same age. This can be identified through the following questions:

- **Do they experience significantly greater difficulty in learning compared to most children of their age?**
- **Do they have a disability that makes it difficult for them to use the facilities provided for others of the same age in mainstream schools or post-16 institutions?**
- **Does the child have a physical or mental impairment that has a substantial, long-term adverse effect on their ability to carry out daily activities?**

If the answer to any of these questions is yes, the child may have SEN and could benefit from additional support.

For children aged two and above, special educational provision refers to additional or different educational or training support that is not typically provided to children of the same age. This is known as **“Ordinarily Available Provision.”**

SEN Support (Stage 1 and 2)

Various types of SEN support are available, including:

Providing materials in larger fonts or broken into smaller, manageable chunks

One-on-one support

Small class sizes

Sign language or communication books

Sensory circuits and safe spaces

Movement breaks

Seating plans and scribes

Use of ear defenders and visual aids

Adaptations to school uniforms for sensory needs

Access to technology like laptops or Chromebooks

SEN needs are broadly categorised into four areas:

Communication and Interaction

Cognition and Learning

Social, Emotional, and Mental Health

Sensory and/or Physical Needs

Schools must develop a structured plan to address these needs, ensuring that staff receive relevant training. This structured support is referred to as SEN Support and follows the Graduated Approach, which includes:

Assess – Identifying the child's needs

Plan – Developing strategies to support them

Do – Implementing the strategies

Review – Evaluating progress and making adjustments

To ensure effectiveness, **SEN support** must be reviewed at least three times a year, ensuring children continue to receive the most appropriate help for their needs.

Section 66 of the Children and Families Act 2014 and the SEND Code of Practice 2015 outline schools' duties in identifying and supporting children with SEN.

Schools must use their '**best endeavours**' to secure special educational provision for all children with SEN.

This means doing everything possible to meet their needs.

Support is available without a diagnosis—all children and young people with SEN are entitled to help.

Schools may need to obtain specialist support, such as speech and language therapists or educational psychologists, to fulfill their duty.



SEN Support – Review



To ensure effectiveness, SEN support must be reviewed at least three times a year, ensuring children continue to receive the most appropriate help for their needs.

By understanding SEN and the available provisions, we can create a more inclusive learning environment, helping every child reach their full potential.

For more information or support, please visit our website or contact BBPCF directly.

