

## **Manchester Parent Carers' Forum – workshop 31<sup>st</sup> March, 2011**

### **The SEN System in schools: Getting the best support for your child!**

#### **Since Lamb Report and recent green paper – towards change in schools**

- Parents should not have to 'fight' for child's entitlement
- Parents to have greater influence in schools
- Structured discussions with parents about aspirations
- Not enough children with SEN/disabilities reaching personal potential

#### **Educational Achievement for all - at Wave 1:**

- Good quality teaching/differentiation in class - many children with SEN and/or disabilities (but not significant cognitive learning difficulties) should achieve at least average expectations
- Progress of all children should be tracked regularly – SEN/disability is not an excuse for low expectations
- When children fall behind, schools inform parents - immediate action.

#### **If cause for concern:**

- Talk to your child's teacher or SENCO immediately – possible causes?
- Differentiation by all teachers (**three circles**) – includes homework tasks
- More intensive monitoring of progress

#### **School Action (may equate to Wave 2): all at Wave 1, plus:**

- On SEN Register – additional support plan, IEP – extra work in a group
- Increased monitoring of progress

#### **At School Action Plus (may equate to Wave 3): all at Waves 1 and 2, plus:**

- Involvement/advice of external professional (the 'plus') – EP, SALT, SEN Support Service, Behaviour Support, Occupational Therapist, Visual or Hearing Impairment Service, Service for Physical Disability – mainly for additional assessment, advice/programme and monitoring of progress
- Additional support – may be a combination of group and one-to-one work with TA, or specialised equipment

### **With Statement of SEN:**

- All above (including IEP or equivalent) – co-ordinating Waves 1, 2 and 3
- **Topped up/regulated** by the Statement – objectives on child's statement should be broken down into shorter term, manageable targets for IEP
- Small step assessment and monitoring – using P Scales

### **All children (with or without disabilities):**

- Should be taught by class teachers with the support of a trained TA – a TA cannot be totally responsible for any child's progress
- Should be taught how to be as independent as possible and be encouraged to take some responsibility for learning (pupil voice!)
- Should be enabled to achieve their personal best!

### **All parents are entitled to:**

- Copy of IEP and/or statement – with explanation of strategies
- Copies of all professional reports on their child
- Be invited to attend Reviews and contribute to joint decision-making
- Be fully involved in child's additional support strategies – parent contribution stated on IEP?

### **Parents – to help your child achieve:**

- Find out what your child's 'best' is - how far does his/her disability affect achievement?
- Insist on high but realistic aspirations – know your child's targets
- Be fully involved with IEP/Statement – find out how best to support the targets (language, reading, writing, maths or social skills)
- Share home information with that of school for joint monitoring of progress – you know your child better than anyone else
- Try not to 'over help' with homework – real learning builds on child's independence.

Sylvia Edwards: author and independent consultant on SEN/disability