



This document has been co-produced by Hampshire Parent Carer Network and the Hampshire SEN Service. It addresses frequently asked questions about the support that should be available for ALL children with SEN. It should be read in conjunction with [the SEN Support Guidance for schools](#).

## **ORDINARILY AVAILABLE PROVISION**

### **SEN SUPPORT GUIDANCE QUESTIONS AND ANSWERS FOR PARENT / CARERS.**

#### **Q What is SEN support?**

The SEN Support Guidance is a document that supports schools and colleges to meet the needs of Children and Young People with Special Educational Needs that do not have an EHCP. The guidance illustrates the variety of approaches that could be used to remove barriers to learning, leading to achievements and improved outcomes. Following this guidance ensures all children have the opportunity to reach their full potential.

#### **Q What are Reasonable adjustments?**

These are steps your child's school or setting must take to ensure they are not disadvantaged due to their educational need or disability. For example, allowing a child to have extra movement breaks during the day, differentiating the work / curriculum, seating a child in a position most suitable for them in class or making adjustments to a uniform policy if a child has sensory needs.

#### **Q Who is responsible for ensuring the document is followed?**

All staff that support your child, including; Key Worker, Teaching Assistant's, Class Teacher, SENCO, Early Years Manager and the Headteacher.

#### **Q Where can I go for information if I feel the school is not following the guidance?**

Always speak to the setting / school first, if you feel your concerns remain unresolved you can contact The SfYC Inclusion Team if your child is in an early years setting. If your child is in school you can contact school governors, HIAS or make a complaint to OFSTED.

#### **Q How is my child's progress monitored?**

Your child will have an Individual Education Plan (IEP) with SMART targets (Specific, Measurable, Achievable, Relevant and Timebound). The plan and targets will be reviewed at agreed intervals. This plan will be shared with everyone that supports your child. When targets are achieved the skills will still be practised to ensure they are maintained and developed further.

#### **Q Who determines the outcomes and when they are met?**

These outcomes will be agreed jointly by yourself and your child's school / setting.

#### **Q Is there somebody liaising with other professionals involved in my child's care? (eg. therapists).**

If your child has many professionals working with them there may be a TAC (team around the child) or TAF (team around the family) meeting that you will be invited to. This is when all those involved in your child's care will get together to discuss effective ways to support them, this will avoid duplication.

#### **Q Does my child need a diagnosis to access SEN support?**

No, your child does not need a diagnosis to access SEN support, however, they will have an identified need for support.

#### **Q How can I ensure the support will continue when my child starts school?**

Your child will have access to an individual transition including either a Transition Partnership Agreement (TPA) or Transition Partnership Meeting (TPM). This will ensure all of the information around your child's needs will be shared with their new setting.

### Flow chart of the transition process;

This document shows the transition process that your child will follow;



### Glossary / Acronym Directory;

- **ADD** Attention Deficit Disorder
- **ADHD** Attention Hyperactivity Deficit Disorder
- **ASD** Autistic spectrum disorder (or condition)
- **CaL** Communication and Language Team
- **CAMHS** Child and Adolescent Mental Health Service
- **CYP** Children and young people
- **DAF** Disability Access Fund
- **DEST/DST** Dyslexia Early Screening Test / Dyslexia Screening Test
- **DfE** Department for Education
- **DS** Down Syndrome
- **EHC** Education, Health and Care
- **EHCP** Education, Health, Care Plan
- **ELSA** Emotional Literacy Support Assistant
- **EMTAS** Ethnic Minority and Traveller Achievement Service
- **EP** Educational Psychologist

- **EWO** Education Welfare Officer
- **EYFS** Early Years Foundation Stage
- **EYPP** Early Years Pupil Premium
- **GDD** Global Developmental Delay
- **HEP** Hampshire Educational Psychology
- **HAPB** Hampshire Autism Partnership Board
- **HI** Hearing impairment
- **HIAS** Hampshire Inspection and Advisory Service
- **HLTA** Higher Level Teaching Assistant
- **KS** Key Stage
- **LD** Learning difficulty
- **LSA** Learning Support Assistant
- **NC** National Curriculum
- **OFSTED** Office For Standards in Education, Children's Services and Skills
- **OT** Occupational Therapy
- **PAATHS** Providing Approaches to Autism for Teachers in Hampshire Schools
- **PBS** Primary Behaviour Support
- **PD** Physical disability
- **PECS** Picture Exchange Communication System
- **Physio** Physiotherapy
- **PP** Pupil Premium
- **SAT** Standard Attainment Test
- **SENCo** Special Educational Needs Co-ordinator
- **SEND** Special Educational Needs and Disability
- **SLCN** Speech, language and communication needs
- **SALT** Speech and Language Therapy
- **SfYC** Services for Young Children
- **SpLD** Specific learning difficulties
- **SEMH** Social, emotional and mental health difficulties
- **TA** Teaching Assistant
- **VI** Visual impairment