



Local Prospectus for

Special Educational Needs

in East Sussex Schools

for Children and Young People aged 0-25

Covering all mainstream, free & special schools, academies, further education colleges and early years providers in East Sussex

www.eastsussex.gov.uk



Inclusive Innovative Solution Focussed Act with Integrity Collaborative

Dear Parent/Carer,

I am delighted to share with you our SEND prospectus, which aims to provide you with more information about the excellent local provision that there is across East Sussex for children and young people with Special Educational Needs and Disabilities.

We know that choosing the right school for your son/daughter can be both an exciting and challenging time and there are a lot of factors for every parent to weigh up. This prospectus should help you to get a picture of the excellent maintained provision* available across East Sussex which might benefit your child.



Nationally, over 97% of children attend their local school without an Education, Health and Care Plan (EHCP); this includes those with Special Educational Needs. Because of this, our local schools have a wealth of experience in supporting children to make progress alongside their peers. This means that most children with SEND are able to attend their local school, close to their home, which creates the basis for the best possible outcomes for all children.

For those very few children with an EHCP who do require a Special School, East Sussex has a range of good and outstanding maintained schools, which have a vast amount of experience of successfully supporting children with a full range of SEND.

If you have any queries over the support that can be provided from our local schools, then please do not hesitate to contact the ISEND service at ISENDProjects@eastsussex.gov.uk and a member of the team will be able to advise you further.

**This includes all Local Authority schools, academies and Free Schools.*

We look forward to receiving your preference in due course.

Stuart Gallimore

Stuart Gallimore
Director of Children's Services

Special Educational Needs

in East Sussex Schools

for Children and Young People aged 0-25

"[My child] now loves coming to school, is making academic progress and is starting to believe that he has skills and qualities which are worthwhile. The interventions put in place have benefited him immensely, in particular the Thrive Programme. Staff have provided a safe and consistent environment for [my child] and it is wonderful to see my son finally flourish."

Parent of a child with SEN attending an East Sussex mainstream primary school.

Contents

1 Introduction *Page 2*

Finding out your child has special educational needs

Assessing and identifying needs

SEND Code of Practice

2 Identification and a 'graduated approach' to SEN *Page 4*

First steps

Plan, do, and review

Education, Health and Care Plans

3 School Support *Page 8*

Early years

Key stage 1-4

Special Schools

4 Choosing schools and transition *Page 18*

5 Further education and entering the workplace *Page 20*

6 Where to go for help and advice *Page 22*

7 Common Myths *Page 23*

8 Appendix *Page 24*

Jargon and Phrases

Tips to help with review meetings

Benefits of going to a local community school

Introduction

We understand that finding out your child has a special educational need (SEN) can cause some anxiety. We know that the process of diagnosis and support at home and school can be difficult for parents, which is why we hope this booklet will help to explain the process and answer some of the questions you have about schools' provision for children with special educational needs and disabilities.

Finding out your child has special educational needs

It may be that you have raised concerns with your child's school or you are advised by a teacher or nursery assistant that your child is having difficulties. If you are worried about the progress your child is making you can talk to:

- your health visitor or health professional such as a GP
- your child's nursery, class teacher or form tutor/mentor
- your child's school or setting's SENCo or Inclusion Manager
- other service professionals involved with your child

"You listened. You put things in place in school that I couldn't do without you." - Pupil

It is important that your child's needs are discussed and assessed and that you are included in the process as soon as concerns are raised. Your child's school or provider will involve you at every stage of planning to meet your child's needs; this may involve referrals to other services.

Assessing and identifying needs

All schools must identify any additional or special educational needs a child may have as soon as possible and put in place approaches to help them.

All children learn at different rates. Concerns about your child's progress are always taken seriously. Some children will need extra support for certain things, such as learning to read, which they may only require for a short period of time. Other children may need help to become independent learners and some may need emotional and behavioural support. In East Sussex, our schools and early years settings provide support for each and every child whatever their needs, which can include additional support from specialists in the ISEND (Inclusion, SEN and Disability) service. **These services are not available to independent or out of county schools.**

Our schools have worked together to help develop processes to identify needs, including the use of an Additional Needs Plan. The Additional Needs Plan (ANP) is a document which details your child's progress and achievements, as well as the additional support that is put in place for them. The majority of children with SEN will be successfully supported with an ANP or similar SEN plan without the need for an EHCP, sometimes with support from our specialist services.

The SEND Code of Practice

The government sets out what councils and schools must do to support children and young people with SEND. The Special Educational Needs and Disabilities (SEND) Code of Practice 2014 says all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (6.1)

The SEND Code of Practice says all schools must:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for coordinating SEND provision – the SENCo
- inform parents when they are making special educational provision for a child
- publish an SEN Information Report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time (6.2)

Every school must publish an SEN Information Report about the SEN provision the school makes. You can find this on the school’s website. You can also ask your child’s teacher or the school’s SENCo for information on the SEN provision made by the school.

What this means for you and your child

East Sussex’s ambition is that, wherever possible, children with SEND can go to a good, local, maintained school which will ensure that children make excellent progress educationally and socially. We work closely with our schools to continually improve the support for SEND that is on offer so that children continue to get the best possible education.

Key points

- Schools must identify additional or special educational needs as soon as possible
- Your child’s school will work with you to put support in place as quickly as possible
- Not all children with SEN need an EHCP; they should all have an Additional Needs or SEN Plan
- Schools and services will follow the government’s SEND Code of Practice that sets out what councils and schools must do.

Identification and 'a graduated approach' to SEN

When your child is identified as having SEN, the nursery, school or college should use a graduated approach to plan support based on four steps (detailed further down the page). The four steps will involve you and your child and will use a cycle of Assess, Plan, Do and Review. These steps will be written on an SEN planning form or Additional Needs Plan which, combined with our local support services, (see page 22 for details of local support services) provides children and young people with the support they need to achieve their targets and goals. As children and young people make progress they become more independent of the provision and this is to be recognised and celebrated.

The SEND Code of Practice says:
Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. (6.44)

Assess (first steps)

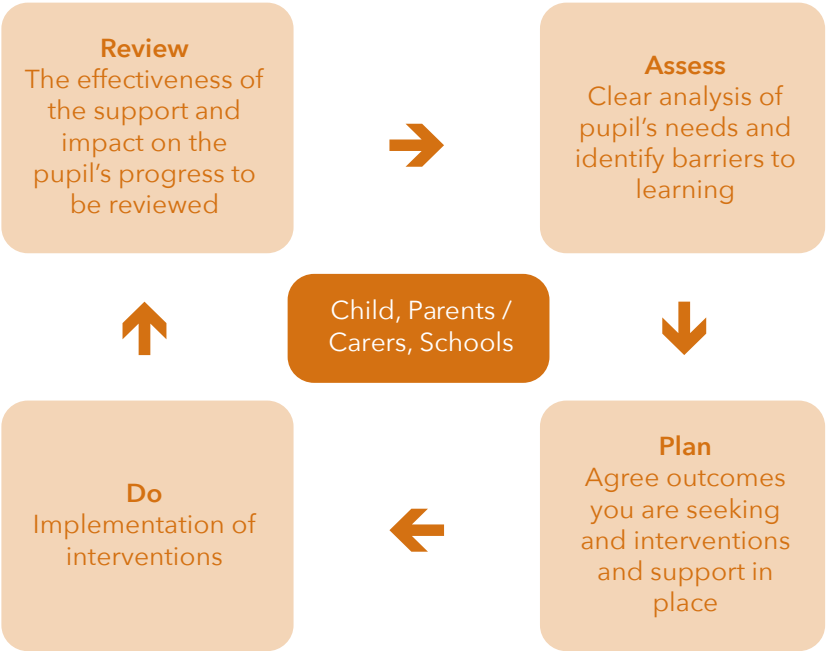
The first steps in the process are to assess your child's needs. Teaching staff and, if required, health professionals will assess your child's needs so that they can provide the right support. They should involve you in this and, where possible, include your child and ask for their views. Sometimes nurseries and schools will seek advice from a specialist when planning support.

Plan, do, and review

All children with SEN must have a written plan that follows this cycle: Assess, Plan, Do, Review.

Your child's needs will be assessed and a plan will be put in place to help support them. This should happen as soon as a child is experiencing difficulties.

Nurseries/schools/colleges do not need to wait for any medical diagnosis in order to provide support.



Plan:

- You must be included in the planning process
- The plan will involve setting targets for your child to work towards
- There will be a set of agreed support strategies to help your child reach their targets
- Outcomes of previous support or what has worked well and not so well will be used to help plan targets and support.

“The planning process involves all aspects of my child’s needs and what support he can be offered and who is involved. I’m always involved in all decisions.” *Parent*

Do:

- As part of the planning process you should know who will be working to support your child, when additional support will take place and how often
- For most children additional support will be from the child’s teacher and will take place in the classroom. The class teacher will be your main contact to keep you updated on your child’s progress
- This may include planned increased support in the classroom or additional group work.

‘All those who work with your child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.’

SEND Code Of Practice (6.49)

Review:

- You and your child must be involved in the review and in planning the next steps
- A date will be agreed to review your child’s progress (you should be invited to reviews three times a year)
- If progress is made, schools will continue the cycle of Assess, Plan, Do, Review until your child reaches their targets or new targets are set
- If your child has not responded to the help they were given, the review should decide what can be done next. This may include more or different help
- Sometimes it helps to involve other professionals to investigate the difficulties or to determine the next steps.

Education, Health and Care Plans (EHCPs)

Most children (over 97% nationally), including those with identified SEN, will be successfully supported in mainstream schools without the need for an EHCP. (Source: Department for Education School SEN Census, Jan 2017)

However, if your child is not making adequate progress to close the gap with their peers an EHCP might be considered.

EHCPs are legal documents which list the support a child needs and the name of the school or college they will go to.

The Code of Practice says that however a child gets their support, the child and parent must be closely involved in deciding what support they need and the outcomes/goals they want to achieve. The Code of Practice says that services should:

- treat children as individuals, not just seeing the SEN 'label'
- make things easy to understand and avoid jargon
- focus on the strengths and interests of a child, not on what they can't do
- understand the goals that a child wants to achieve and how to help them get there

A request for a child to be assessed for an EHCP is usually submitted by the child's school to the Assessment and Planning Team at East Sussex County Council. The request is then considered by a panel of service professionals, including teachers and health specialists. These professionals look at the current support a child is receiving, the progress they are making and their level of need.

If this assessment identifies the need for an EHCP, you and your child will work with the school, the Assessment and Planning Team, educational psychologists and others to determine and put in place the additional support required.

If after assessment it is decided that your child does not require an EHCP, they will still receive a high level of provision, detailed in an Additional Needs Plan, to support their needs in school. The Local Authority will work with you and the school to continue to plan and monitor this provision.

“There is a strong commitment to improving outcomes for children and young people who have special educational needs and/or disabilities that is shared by professionals across the county.” (Ofsted and Care Quality Commission Joint local area SEND inspection in East Sussex Report, Dec 2016)

EHCPs are based on needs identified at the time of issue. Many children with SEN make rapid progress and the review process may show that children no longer require the level of provision from an EHCP or SEN support as barriers to learning have been overcome.

Key points:

- SEN support and an Additional Needs Plan or SEN plan will be put in place as soon as your child is experiencing difficulties
- The plan will follow the cycle of ‘Assess, Plan, Do, Review’
- You will have three review meetings each year to discuss your child’s progress
- Very few children need an Education, Health and Care Plan (EHCP)
- An EHCP is a legal document that sets out the support and names a specific school suitable for the child’s needs
- Most children will not need an EHCP and of those who do, most will not need it permanently
- You do not need an EHCP to get support for SEN.



Support in Schools

Early Years

We understand that starting nursery is an exciting and often scary experience, not just for children but for their parents too. If you choose to send your child to an early years provider in East Sussex, you can be certain they will receive a high standard of education and care.

Our early years providers are well-equipped to identify and support children with SEND. Providers will follow the four step graduated approach (detailed in the previous chapter) to assess a child's needs: Assess, Plan, Do, Review.

Where needs are identified, providers will work in partnership with parents to draw up a plan of support. This can include additional help from specialist Health and Local Authority services, such as the ISEND Early Years Service (EYS):

Early Years Service (EYS)

The Early Years Service provides specialist support and advice to parents and children in their home and when a child starts school. They also offer advice and training to preschools and schools. The service is for children who:

- are 0 to 5 years old
- live in East Sussex
- have special educational needs, a disability or medical condition and specialist support is needed

OR

- the child does not speak English as their first language, and has significant communication difficulties arising from this

Check the East Sussex County Council Local Offer for more information about this service.

The majority of our mainstream early years providers are supporting children who have SEND within their setting and are committed to making sure these children have the same opportunity for development as their peers. This ensures that any gaps are addressed and children can continue to be part of their wider peer group. Where the child has more specialist needs, providers have access to a variety of training and advice opportunities from the Local Authority, enabling them to develop the right set of skills to support the child.



"I can only offer praise for the service we have received. We have many tough years ahead of us but the support and understanding we have had, especially after diagnosis, is something we value & appreciate greatly." *Parent*

If you believe your child may have SEN, don't be afraid to talk to nursery about your concerns. They can help you request assessment and get guidance from the appropriate services. Early years ISEND assessments are carried out quickly, with 80% assessed within five weeks and 100% within ten weeks. *(Source: ESCC SEND self-assessment, 2016)*

If you have concerns prior to your child attending nursery you can refer directly to the ISEND Early Years Service yourself. You'll find their contact details on the Local Offer website: www.eastsussex.gov.uk/localoffer

Support in Schools

Key Stage 1-4

Whether your child is aged 5 or 16, access to good quality teaching and learning in the classroom for a pupil with SEND is an essential component of all schools' provision. Provision that meets your child's SEND will always include main class activities and some additional and different support.

"All pupils feel motivated to excel because their needs are met through a policy of inclusion. Pupils receive support appropriate and tailored to their particular needs. Our inclusive approach means that most support takes place in mainstream lessons."

(St. Richard's Catholic College website, SEN page)

We are committed to working with schools to ensure children with SEND are supported by highly competent teachers. We collaborate and share information with our schools and we encourage and foster regular communication between schools themselves. This means our schools' approaches are constantly improving in terms of resources and expertise. All schools will provide their staff with additional training opportunities in supporting children with SEND. These are available for parents to view within the SEN Information Report on the school's website.

Your child's class or subject teacher is usually responsible for your child's SEN support and they will work closely with teaching assistants or specialist staff involved. The school SENCo is responsible for coordinating the SEN support for all children at the school.

Special Educational Needs Coordinator (SENCo)

In every school the key member of staff who coordinates the special education provision for your child is the Special Educational Needs Coordinator (SENCo)

- The SENCo works closely with all members of staff, parents and children to ensure that the right provision is available, well-planned and of the highest quality possible
- SENCos access a wide and comprehensive range of additional training to meet their professional development needs
- SENCos also work closely together across schools to share good practice
- SENCos can access support and related training for school staff.



All local schools can access help from ISEND services in the form of SEND specialists, who can help provide additional support. **This is only available to maintained schools and academies.** Schools can refer children and families to these services or in some instances parents/carers may be able to refer themselves directly. A quick summary of each ISEND service available to schools is below. There is set criteria for each service; for criteria details and information about additional services, such as Health, please see our Local Offer website: www.eastsussex.gov.uk/localoffer

Communication, Learning and Autism Support Service (ages 5-25):

The Communication, Learning and Autism Support Service (CLASS) gives training and support to schools and colleges and provides specialist teaching for children who:

- are aged 5 to 25
- attend an East Sussex school or college
- and have speech, language and communication difficulties including autism, and/or a specific learning difficulty

Only schools or colleges can refer to the service.

Education Support, Behaviour and Attendance Service (ages 5-19):

The Education Support, Behaviour and Attendance Service (ESBAS) provides specialist short-term support in schools and academies. The service supports children and young people who:

- are aged 5 to 19
- attend an East Sussex school or college
- and have poor attendance, are experiencing bullying, need support around behaviour in school or have been excluded

Only schools or colleges can refer to the service.

Educational Psychology Service (ages 0 - 25):

The Educational Psychology Service (EPS) provides guidance and support to nurseries, schools and colleges in East Sussex. The service applies psychology to help the development and emotional health and wellbeing of children and young people. The service can help nurseries, schools and colleges meet the needs of children or young people who:

- are age 0 to 25 and receive education or training in East Sussex
- and have significant difficulties, including cognition, language, physical, sensory and social, emotional and mental health difficulties, which are affecting their learning.

Only nurseries, schools and colleges can refer to the service. The service will also do an assessment if a child or young person who lives in East Sussex is having a statutory Education, Health and Care needs assessment.

Sensory Needs Service (ages 0-25):

The Sensory Needs Service (SNS) offers support and advice to children and young people aged 0 -25 who have a visual or hearing impairment, their families and professionals working with them. They also support preschool children.

School support usually takes place via a visiting teacher service, access to specialist technologies and/or access to expert advice.



Teaching and Learning Provision (ages 5 -16):

The Teaching and Learning Provision (T&LP) provide educational support for pupils who are unable to attend school as a result of illness or medical disability. The service also monitor the education being given to children whose parents/carers choose to educate them at home, and offer advice and support to these parents/carers.

The service supports children and families across the whole of East Sussex.

We at ISEND are committed to working with all of our schools to ensure they are fully inclusive. Children with SEND who attend their local mainstream school have access to support and services that allow them to thrive and achieve their goals.

'We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.' *(Claverham Community College website, Disability Friendly page)*

Support in Schools

Special Schools

We are fully committed to inclusion and most children and young people with SEND will thrive in our mainstream schools; however, a very small proportion of children with an EHCP may require a special school placement for a period of time.

We have ten specialist SEND schools in East Sussex and all received either a Good or Outstanding Ofsted rating in the 2017 inspections. Maintained special schools and academies offer challenging, but realistic learning opportunities mapped to each child's unique strengths and requirements.

"I love the wholly different way of teaching - every child is assessed and then they learn from their own level, at their own pace." *Parent of child at Saxon Mount school, taken from Saxon Mount prospectus*

Just as at mainstream school, parents are always welcome to arrange meetings with special school staff to discuss their child's progress and how the school can best support their needs. Schools share regular updates on students' development and you will be invited to assessments and reviews.

Our special schools have access to all the specialist services for children that mainstream schools can access (see pages 11-13). Their staff also have enhanced and additional opportunities for training and development.

"We recognise and respect each student as an individual, celebrate their successes, raise their self-esteem and prepare them for their future by building on their strengths. We aim to develop students' independence and empower them to become responsible young adults with the ambition to be lifelong achievers." *The Lindfield School prospectus*

The majority of our special school students achieve a similar level of independence as children and young people in mainstream schools. Our students have access to an education designed to raise their independence and self-belief, better preparing them to enter the wider world with confidence.



Key points:

- There are 10 special schools in East Sussex, all rated Good or Outstanding
- Maintained special schools and academies in East Sussex provide the highest quality education and care
- ISEND work closely with schools to continually improve the support for children and young people with SEND
- You can raise any initial concerns with your child's class teacher
- Your child's progress is constantly monitored and you will be invited to discuss progress
- Your child's class teacher or form tutor is your main point of contact
- Every school has a SENCo who oversees SEN support for all children at their school
- SENCos from different schools meet regularly to share skills and expertise.

HOW DO WE MEASURE UP?



EARLY YEARS

Percentage of children attending early years providers achieving a Good Level of Development:



- 1. EAST SUSSEX - 76.5%**
- 2. KENT - 74.2%**
- 3. STATISTICAL NEIGHBOURS - 71%**
- 4. WEST SUSSEX - 70.6%**
- 5. BRIGHTON & HOVE - 69.4%**

Children achieving a good level of development are those achieving at least the expected level within communication and language; physical development; personal, social and emotional development; literacy; and mathematics.

Source: gov.uk EYFS data, 2017

OFSTED - KEY STAGE 1 TO KEY STAGE 4

OVER 90%
OF PRIMARY
SCHOOLS
JUDGED GOOD
OR BETTER



OVER 74% OF
SECONDARY
SCHOOLS
JUDGED GOOD
OR BETTER

100% OF SPECIAL SCHOOLS JUDGED GOOD OR OUTSTANDING

Source: Ofsted reports, March 2017

FURTHER EDUCATION

Percentage of 16 and 17 year olds in education or training:



1. EAST SUSSEX: 92.3%
2. STATISTICAL NEIGHBOURS: 91.41%
3. SOUTH EAST AVERAGE: 90.6%
4. KENT: 89.85%
5. WEST SUSSEX 89.1%

Source: gov.uk education and training data, October 2017



Choosing schools and transition

Choosing a school and transition from one class, one school or one stage of education to another can raise uncertainties for parents and children. This process can raise even more anxiety if you have a child with SEND.

“Transition is what happens before the transfer, during the transfer and following the transfer.”

Depending on the age of your child, these worries can include:

- Your child getting to know new, and many more, teachers
- The pressure of being with different children and making new friends
- Different lessons
- Moving around a larger school
- School staff who do not know your child well
- Travel to a new school.

Schools and early years providers understand this and they will be working to ensure a smooth transition for your child. This work is most effective when both parents and children are involved in planning and preparation for transition. When you begin the process of choosing a primary or secondary school we advise you to look at each school’s SEN Information Report, available on their website. It is also very helpful if both you and your child visit potential schools and meet with the SENCo and key teachers to discuss your child’s needs.

Transition to primary school

Our ISEND Early Years Service (EYS) provides a structured approach to transition from preschool/nursery to primary school for children with SEND to reduce the pressure on children and parents. If children are known to EYS, their transition plan can include a transition to school meeting, phased transition to allow time to embed new routines, additional visits to the new setting and training for school staff on any procedures specific to the child’s needs, eg. epilepsy treatments, autism support training. For children with SEN not known to EYS, parents/carers would be encouraged to work with the provider to implement the above strategies. All parents/carers can refer to EYS for information on how to support a successful transition.

Transition to secondary school

One of the most significant changes your child will experience is transition from primary school to

secondary school (Key Stage 2 to Key Stage 3). It is likely that the school your child attends will already be talking to you about planning and preparation for this transition when your child is in Year 5, or even earlier. All our secondary schools use the graduated 'Assess, Plan, Do, Review' approach, explained in Chapter 2. You will continue to work closely with class teachers and the SENCo at your child's secondary school but the type of provision they require is likely to change. They will be supported to become more independent as they move towards adulthood.

Ask your child's teacher or SENCo about transition planning at their school. Close work and planning between primary and secondary schools and child and parent will help to reduce anxiety and ensure your child makes as smooth a transition as possible.

Tips to help with transition and choosing a school

Choosing a school:

- Visit a wide range of local schools
- Look at school websites and read their SEN Information Reports
- Make a list of things that are important to consider for your child, for instance they may have sensory needs or need to know what the school environment looks like
- Make a list of questions to ask when you visit
- Take your child with you to visit your preferred schools (if permitted by the school, check first)
- Check admissions deadlines and submit your application in time.

Transition:

- If your child is starting school or transitioning to secondary school start preparing them well in advance, no later than Year 5
- Speak to class teachers and the SENCo at the existing school/setting and at the new school to find out what their plans for transition are
- Discuss with your child the sort of things that might change, eg. meal times, school uniform, travelling to school, homework, larger class sizes.

Key points:

- Schools and early years providers know transition can be difficult for children with SEND and will help you to prepare your child well in advance
- All schools have carefully prepared transition plans that include plans for children with SEND
- Schools begin early, in Year 5 or earlier, to prepare children for transition to secondary school
- Parents/carers will be involved in planning and discussion throughout the decision-making process.

Further education and entering the workplace

Young people with SEND in East Sussex have a range of opportunities and pathways available to them in the world of post-16 education.

'Following a recent review, the local authority has established a new specialist 14 to 25 Assessment and Planning team to support pupils who are moving to their next stage of education. The local authority has increased the provision of careers advice and guidance, especially in special schools. Consequently, pupils across the age range report that they are well supported to achieve their aspirations and can identify confidently what they want to do next.' (Ofsted and Care Quality Commission Joint local area SEND inspection in East Sussex Report, Dec 2016)

Further education (FE)

There are a number of Local FE Colleges offering a wide range of traditional, vocational, and entry level courses, supported internships and apprenticeships as well as some offering courses in Higher Education at Degree Level. Local FE colleges all have Learning Support departments ready and willing to work with young people, schools, parents and carers to ensure that the transition into post-16 education is a successful and positive experience.

The college will work throughout the application and transition process with the young person, family and school to make sure the right package of support is in place. There is a range of support available that can be tailored to a young person's needs. Individual packages can include support in the classroom, mentors or keyworkers outside of the classroom, learning support tutors, communication support and programmes including input from Speech and Language Therapists/ Physiotherapists. The support will be reviewed regularly during the academic year and an Annual Review will take place for those young people with an EHCP. Higher Education also provides a further pathway and support for this can be accessed through the DSA (Disabled Student Allowance). Further information on eligibility and applications can be found on the Government website.

Other work based routes such as Supported Internships, Traineeships and Apprenticeships all offer different pathways into adulthood and support for young people is available in all of these areas. Supported Internships provide high levels of work-based experience through a local FE provider whereas Traineeships and Apprenticeships can be found through both FE colleges and other external providers.

Throughout all there will be a focus on building independence and skills which enable young people to feel confident, happy and successful moving into adulthood.

Once your child leaves further education they will be supported and transferred onto the relevant adult services, if appropriate.

Entering the workplace

The Youth Employability Service (YES) are commissioned by East Sussex County Council to provide support to young people who are 16 or 17 years old and are not currently engaged in any form of education, training or employment (or are at risk of dropping out of education/training).

YES provide impartial, targeted information, advice and guidance to meet the specific and sometimes complex needs of young people and to break down barriers to participation in learning and employment.

To get more information on any of these opportunities or to find out if YES can help, you can contact YES using the details in the 'Where to go for help and advice' section on page 22.

Key points:

- Preparations for further education and career choices begin in Year 9, when children are 14
- Where there is a need, SEN support continues throughout all stages of education
- Your child will be supported through the transition process to college and further education
- This support will be discussed with you and your child on a regular basis
- The main focus for support will be on developing independence and confidence alongside social and academic skills.



Where to go for help and advice

The Local Offer

The Local Offer details all local services and organisations available to support parents and carers of children with SEND. You can also look at the Local Offer with your child's teacher/SENCo to discuss the support available. You will find our East Sussex Local Offer at: www.eastsussex.gov.uk/localoffer

Independent, impartial advice from Amaze SENDIASS

(Special Educational Needs and Disability Information, Advice and Support Service)

An impartial advice service open to anyone in East Sussex, including parents and carers of children and young people with SEND, as well as the young people themselves (ages 0-25).

Tel: **01273 772289** • Email: eastsussex@amazebrighton.org.uk

Early Years SEN support

Find out more by:

- Reading the Government's Early Years guidance on the SEND Code of Practice, which will inform parents/carers of what to expect from early years providers
- Contacting the ISEND Early Years Service (EYS):

Tel: **01273 335270** • Email: specialistearlyyearsservice@eastsussex.gov.uk

School SEN support

Find out more by:

- Looking at the SEN Information Report on the school's website
- Contacting your child's school and arranging to meet with their teacher or SENCo
- Reading Chapter 6 in the Government's SEND Code of Practice

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Post-16 SEN Support

Find out more by:

- Contacting the East Sussex Youth Employability Service (YES) for advice:

Tel: **01424 722045** • Email: YEEastSussex@themytrust.org

- Looking at the C360 website for young people, with a section dedicated to education and careers advice www.c360.org.uk
- Speaking to the SEN Personal Advisers in the Transitions Service, who work with young people with an EHCP to develop a transition plan for post-16 life:

Tel: **01323 466166** • Email: transitions-service@eastsussex.gov.uk

SEND support and policies

Find out more by:

- Reading about the legal rights of parents/carers with regard to education in the Government's SEND Code of Practice - www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Read the SEND guide for parents
- Visiting the National Association for SEN (NASEN) website: www.nasen.org.uk

Common myths

MYTH Children with SEN and disabilities cannot achieve their aspirations

FACT Children with SEN and disabilities most certainly can achieve their aspirations. With our schools and services supporting them we will help them to reach their targets. There are many famous examples of people with SEND who have achieved their dreams: Jamie Oliver (dyslexic), Chris Packham (autistic), Stephen Hawking (ALS), Tanni Grey-Thompson (spina bifida), Stevie Wonder (blind), Francesca Martinez (cerebral palsy), Daryl Hannah (autistic) and Daniel Radcliffe (dyspraxia)

MYTH All children with SEND need to be in a school with children like them

FACT All children benefit from diversity and being around a variety of different people. Additionally, our maintained schools provide excellent support and care for students with SEND as well as those without SEND.

MYTH Independent schools are better than local special schools

FACT All East Sussex special schools have been judged Good or Outstanding by Ofsted and have maintained these standards for a number of years.

MYTH My child needs an EHCP to get SEN support at their school/nursery

FACT Any child identified as having special educational needs is entitled to receive SEN support in their setting, regardless of an EHC assessment. EHCPs are designed for children whose needs are more acute and cannot be met by SEN support.

MYTH My child needs an EHCP until they leave school

FACT The effectiveness of an EHCP is rigorously reviewed and it may be withdrawn if a child's barriers to learning have been overcome. EHCPs should never be viewed as permanent and removal of an EHCP should be seen as a positive step for your child. It means they are achieving well in education without the need for additional support.

MYTH My child should attend a private/independent school as mainstream schools cannot support them

FACT The majority of pupils with SEN attend and succeed in a mainstream school - over 90% nationally. Mainstream East Sussex schools are supported by a wide range of professionals, from dyslexia specialists to translators, and mainstream school staff can request advice and guidance at any time.

The care my son has received at his time at Brede Primary has been second to none. When he began school, his father and I were quite anxious as we were not sure how he would cope in a mainstream school. My son's vocabulary was extremely limited, his social skills were close to non-existent at times and he was not toilet trained. He can now, in his third year, hold a very constructive conversation, has a wonderful circle of caring friends and is now dry through the day. I can't thank the staff enough, they have gone above and beyond supporting our boy, never once making us feel like he was a burden or difficult to teach. We couldn't be happier with our choice in Brede Primary. Thank you with all my heart.

Parent of pupil at Brede Primary school

Appendix

Jargon and Phrases

Additional Needs Plan In East Sussex early years settings/schools/colleges an Additional Needs Plan (or a similar SEN planning form) is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or is working at levels considerably below those of their peers. Pupils may receive support from other agencies and their progress will be reviewed at least three times a year.

Early Years Early Years services provide support and assistance to mainstream nurseries and childcare providers up to transition to Reception. They are concerned with meeting the needs of children aged 0-5.

EHCP An Education, Health and Care Plan (otherwise known as an EHCP) is considered when a pupil's SEN support is not enabling sufficient progress. Parents/carers and teachers can ask for an EHC assessment if they feel their child requires additional support to learn and participate in education.

ESCC East Sussex County Council, also referred to as the Local Authority.

ISEND The council's Inclusion, Special Educational Needs and Disability Service (ISEND) are involved in every aspect of SEND provision - from early assessment to transition to adulthood. ISEND is comprised of a number of specialist teams:

- **Assessment and Planning (A&P)** The A&P team process requests for statutory assessments received from schools and parents. They liaise with parents, schools, educational psychologists and others to prepare EHCPs and carry out Annual Reviews of pupils' progression
- **Communication, Learning and Autism Support Service (CLASS)** A team of advisory teachers and practitioners, the CLASS team offer support, advice and training to schools and early years settings on autism, speech, language and communication difficulties, dyslexia and more.
- **Educational Psychology Service (EPS)** Using psychological theory and research, EPS offers advice on how to best meet children and young people's needs, including those arising from learning, social, emotional and mental health difficulties, behavioural, language, developmental, physical and sensory difficulties.
- **Education Support, Behaviour and Attendance Service (ESBAS)** ESBAS offer specialist short term support in schools and academies. The service supports children and young people who have poor attendance, experience bullying, need support around behaviour in school or have been excluded.
- **Early Years Service (EYS)** The EYS offer guidance to parents and children in their home and to early years settings and parents when a child starts education. This service supports children aged 0-5 who have SEND and/or a medical condition requiring specialist support.
- **Sensory Needs Service (SNS)** The service offers support and advice to children and young people who have a visual or hearing impairment, their families and professionals who work with them.

- **Standards and Learning Effectiveness Service (SLES)** SLES works with individual schools and with partnerships and alliances of schools to raise standards and ensure that every pupil benefits from high quality teaching.
- **Teaching and Learning Provision (T&LP)** T&LP provide educational support for pupils who are unable to attend school as a result of illness or medical disability. The service also monitor and advise on the education being given to children whose parents/carers choose to educate them at home.

Key Stages (KS): The national curriculum is organised into blocks of years called key stages. At the end of each key stage, the teacher will formally assess your child's performance.

Early Years Foundation Stage School years Nursery and Reception, concerning children aged 0-5

KS1 School years 1 and 2, concerning children aged 5-7

KS2 School years 3-6, concerning children aged 7-11

KS3 School years 7-9, concerning children aged 11-14

KS4 School years 10-11 (GCSE years), concerning children aged 14-16.

Local Offer All councils produce a Local Offer for parents and carers of a child or young person with SEND. We offer online access to information about services and expertise available in the area from a range of local organisations, including providers of education, health and social care. It also gives families the opportunity to feedback about services that are available in the area.

SEN/SEND Special Educational Needs or Special Educational Needs and Disability. Children identified as having SEN/D will have an SEN support plan to ensure they make good educational progress. This could include differentiated activities and teaching approaches, access to support tools and other techniques that take account of the pupil's SEND.

SENCo Every mainstream school and nursery must employ a Special Educational Needs Coordinator (SENCo), who is responsible for the day-to-day operation of the school's SEN policy. The SENCo will liaise with parents, teachers and other professionals involved with a pupil with SEND and coordinate the required support. In some schools and academies this person will be called the Inclusion Manager.

SEND Matrix The SEND Matrix assumes an essential foundation of teaching and learning, assessment and intervention by setting out what settings, schools and colleges are expected to deliver for SEN support, higher needs and EHCP-holders. School staff are expected to refer to the Matrix when planning any form of SEN support.

TIPS TO HELP WITH REVIEW MEETINGS

A CHECKLIST FOR PARENTS



Meeting to discuss your child's needs and the progress they are making can be difficult and emotional. We've asked parent/carers for some tips and advice to help make the process easier:



MAKE NOTES

Write down any questions you have, how you feel your child is progressing and any concerns you'd like to discuss and take these notes with you.



PLAN AHEAD

Ask if you can have an agenda or list of the things that will be discussed in advance. You might want to write your own agenda to make sure everything you want to talk about is discussed in the meeting.



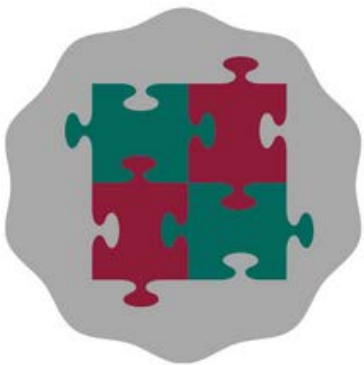
BRING A FRIEND

You might want to take someone with you, perhaps a friend or relative, to provide support.



SEEK ADVICE

If you are worried or have concerns that you find difficult to discuss, you can get advice from the Amaze independent advice service or other local groups (see page 22 for more information).



WORK TOGETHER

Everyone involved in planning your child's support wants the best possible outcome for your child. Meetings can be good opportunities to forge strong links with anyone involved in your child's education.

Benefits of going to a local community school

- Your child is more likely to attend school with their friends from preschool or your neighbourhood
- They will have access to the highest quality support, both from teaching staff and SEND specialists in ISEND
- Your child will access a diverse and rich learning environment, with opportunities to learn in a variety of ways
- Your child will be supported to gain independence in learning and social skills to enable successful transition to next phases of education and into further education and employment
- A range of activities will be available outside of the school day for your child, enabling them to reach their potential in areas of learning that particularly interest them, for example sports or music activities
- The local school will work proactively to support both formal and informal transition processes, drawing your attention to the range of options available.



We are dedicated to:

- Listening to parent/carers and schools
- Constantly improving our services and approach
- Delivering first-rate support and services

So that East Sussex parents, carers, schools and services are working together to achieve **the best outcomes for our children with SEN and disabilities.**

This booklet was produced in collaboration with parents and carers from the East Sussex Parent and Carers' Council.

