

DIFFERENTIATION

All children and young people learn in different ways and at different rates, this may mean that at some points during their education they need extra help with their learning. In most cases the educational setting will give them work suitable for their ability and this will help them overcome those difficulties.



SEN SUPPORT

Some children and young people will need help that is additional to or different from the support generally given to most children and young people of the same age. Educational settings must use their best endeavours to make sure that a child or young person with SEN gets the support they need; this means doing everything they can to meet those needs. SEN support is a four-part cycle that educational settings must follow, to understand more about what settings duties are please look at our SEN support booklet. There are many different provisions, services, outside professionals that settings can access when putting support in place for example:

- Educational Psychologists
- Speech and Language Therapists
- Dyslexia outreach service
- School2School
- Visual timetable
- Headphones / Safe Space

Norfolk County Council put together a document that sets out what special educational provision and training they expect schools, early years settings and post-16 providers to offer, this is called the PEASS (Provision Expected at SEN Support) Document. Educational settings will have an SEN budget, they will use this to provide the support needed to children and young people, if they need additional funding they can ask the LA for 'Top up Funding' but will have to evidence what support they have provided and the funding they have already used. A child or young person should receive SEN support with provision specific to their needs and in most cases this support should be enough. The SEND Code of Practice is statutory guidance for Early Years, Schools and Post 16+ and details what is expected of them in relation to SEN support.



EHCP

Most children and young people with SEN will have their needs met within local mainstream early years settings, schools or colleges with good SEN support. If a child or young person's needs are over and above what the setting are able to support with, the provision is no longer working, they are at risk of permanent exclusion (and support from the LA Inclusion Team has been utilised) or school refusing then an EHCP may be necessary. An EHC needs assessment may be deemed appropriate for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan; the setting, parent/carer or young person (16+) can apply for an EHCP. Health and Social Care can bring a child or young person to the attention of the LA if they believe an EHCP may be necessary.

