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**Special Educational Needs and Mainstream Education**

**What Research Tells Us.**

Most children with Special Educational Needs (SEN) in receipt of an Education Health Care Plan (EHCP) go to a mainstream school or setting. There are huge benefits for children socially, emotionally, and academically for those who to remain within their own school community.

Mainstream schools and settings include local authority-maintained schools, nurseries and academies that are not special schools, alternative provision settings or Pupil Referral Units (PRUs).

Under section 66 of the Children and Families Act 2014, mainstream schools **must do everything** they can to meet a child or young person’s SEN.

Dame Rachel de Souza the Children’s Commissioner for England wrote recently “School is the right place for children to be., They are safe and fun places where they can get a great education, unlocking the doors to their future, and access enriching opportunities and make lasting friendships. “School is absolutely central to children’s lives”. On the flip side, evidence would suggest that children who miss periods of schooling can find it harder to catch up both academically, due to missed learning and socially, due to missing important opportunities for social interaction.



**What extra support in school is available for my child?**

Within Sheffield City Council we have dedicated teams to support the inclusion of pupils with SEND in Mainstream schools and settings (the details of those teams are included further down this document) and it is our focus for families to feel happy with the provision on offer to ensure your child reaches their full potential.

Mainstream schools and settings provide extra help for children with Special Educational Needs (SEN) through a system called SEN support and will ensure that provision and support in a child’s Education Health Care Plan (EHCP) is in place and reviewed regularly.

The SEND Code of Practice (section 6.27) suggests four broad areas of need which schools and settings should plan for and have a clear plan in place of how to support:

* Communication and interaction.
* Social, emotional, and mental health difficulties.
* Cognition and learning.
* Sensory and/or physical needs.

**The role of the Special Educational Needs Co-ordinator (SENCO)**

It is the responsibility of the Special Educational Needs Coordinator (SENCO) at the school or setting to arrange extra support for those who need it. The SENCO will work with teachers and staff to ensure that their setting is accessible for all children and young people.

The SENCO should give you clear information about the extra help your child is getting.

The SENCO has a duty to keep a record of the support a child receives and their progress. This will include the Annual Review process which covers the whole year and the co-ordination of the meeting at the end of the year. (The year is from the date of the EHC Plan)

**SEN Information**

Schools and settings must publish information about how they support children with SEN. They must also have a policy that tells you how they support children with SEND to be included in activities.

If you have any questions for the school or setting about how they will meet your child’s needs, you will need to speak with the SENCO, class teacher, staff members or setting leaders.

**Areas to think about for your child’s strengths and needs**

Children with Education, Health and Care Plans at the age of 14 years old, must have access to a Preparation for Adulthood (PFA) conversation. In the SEND Code of Practice, it advises that the Preparation for Adulthood conversation starts from as early as possible, this means right from the Early Years.

The PFA conversation helps us all to think about children holistically to enable them to live their best lives.

The 4 areas covered in Preparation for Adulthood are:

1. **Employment, training, and education** – what does your child want to be when they’re older? What are their strengths? What support might they need?
2. **Community** – how can your child engage with their community, at home, in school, do they have, or do they want friends? How can they best access their community in the local area? Are there groups they could join? What are their strengths? What would help them?
3. **Independence** – How independent can your child be – are they able to let someone know if they need help? Can they go to the toilet on their own, or play independently? Have they got self-help skills? What are their strengths? What would help them?
4. **Health** – has your child got access to the right health support? Do they have a healthy lifestyle? Do they need specialist help with their health? What would help them?

**What if I have questions about my child’s support?**

It’s a good idea to ask for a meeting with the class teacher, setting leader, form tutor or SENCo for next steps in how the setting or school are planning on meeting your child’s SEN within their setting.

Look at the school / settings policies on SEN, equality, and behaviour to see how the school supports children with SEN and disabilities. Collect your own evidence to show your child’s strengths and barriers. (The preparation for adulthood questions can help with this)

**Things to consider before a meeting:**

* Is Section F (The part on the EHCP that states what needs to be in place for your child in school) in place for my child? What has been the impact?
* What ‘Reasonable Adjustments’ (These are changes within school that allow for a child to access their learning e.g. safe space to go, changes in curriculum, additional adult support) are in place daily and consistently for my child?
* Does my child get extra help from a teacher or another adult? What do they help them with?
* Is the help in a group or individually? Is it every day? How long is that for?
* What makes my child happy? What are they interested in? What are their future goals and aims?
* How are you helping my child reach their future goals and aims?
* How do you measure my child’s progress? Is he/she making the progress you would expect?
* Has my child has his voice heard…what is she/he saying they likes/dislikes about school?

**Annual Review Process**

An Annual Review is a statutory process that review your child’s EHCP at least once per year. At this meeting key professionals will all attend to make sure the information on the EHCP is correct. This is your time to raise any concerns and worries you may have. This information will be recorded.

**WHERE DO I GO FOR SUPPORT?**

Please see below Teams details for our new Phase Transfer drop-in support sessions for families

**Friday 10th March 11.30 -12.30** [**Click here to join the meeting**](https://teams.microsoft.com/l/meetup-join/19%3ameeting_MDA1MjVmZTAtMDBhZC00ZGM4LWE5ODAtNjFiNTA0MDExNTQ4%40thread.v2/0?context=%7b%22Tid%22%3a%22a1ba59b9-7204-48d8-a360-7770245ad4a9%22%2c%22Oid%22%3a%22c960faa5-5a05-4c40-8a44-88b68f9682fe%22%7d)

**Wednesday 19 April 2023 12:00-13:00** [**Click here to join the meeting**](https://teams.microsoft.com/l/meetup-join/19%3ameeting_YTZhOTU3ZjctMjJhZS00YzlhLTllZGYtOGZlNzJhY2NlOWZk%40thread.v2/0?context=%7b%22Tid%22%3a%22a1ba59b9-7204-48d8-a360-7770245ad4a9%22%2c%22Oid%22%3a%22c960faa5-5a05-4c40-8a44-88b68f9682fe%22%7d)

**Thursday 11 May 2023 12:00-13:00** [**Click here to join the meeting**](https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZmViZWRlYWMtMjhhMy00Njc0LWE2Y2EtNDhhY2U3OGQyN2Uz%40thread.v2/0?context=%7b%22Tid%22%3a%22a1ba59b9-7204-48d8-a360-7770245ad4a9%22%2c%22Oid%22%3a%22c960faa5-5a05-4c40-8a44-88b68f9682fe%22%7d)

Within Sheffield City Council, there are dedication Education Services that are there to primarily support your child thrive within a mainstream setting. Please see below information on each service and how to get in contact.

Put simply, you do not have to navigate this journey alone….

**Autism Social Communication Team**

**Twitter - @SheffAutismTeam - Twitter**

**Phone - Support Line 0114 2506800**

**Email -** [**autism@educationteam@sheffield.gov.uk**](mailto:autism@educationteam@sheffield.gov.uk)

We are small team of specialist teachers who work to ensure pupils with Autism/Social Communication Needs are supported to thrive within their mainstream school. We facilitate classroom inclusion via advice/training/modelling and resources for individual pupils, to ensure all staff are aware of how to meet need. All Sheffield settings have an Autism Link Teacher. Please speak to your child’s SENCo if you would like to know more.

**Educational Psychology Service**

**Email -** [**eduationalpsychology@sheffield.gov.uk**](mailto:eduationalpsychology@sheffield.gov.uk)

**Call - 0114 250 6800**

Every school has a link Educational Psychologist (EP). EPs support schools in understanding children and young people’s needs so that staff feel more confident in supporting them. EP support may include training, consultation or, at times, direct assessments of children’s needs.

**Age 0-5 SEND Service**

**0-5 SEND Support Service**

**Tel: 0114 2736411**

[**0-5SEND.SupportService@sheffield.gov.uk**](mailto:0-5SEND.SupportService@sheffield.gov.uk)

**0-5 SEND Support Service including Portage and Sheffield Early Years Language Centre | Sheffield (sheffielddirectory.org.uk)**

We are a team of Early Years Inclusion Teachers, Early Years Inclusion Assistants and Portage Home Visitors. Our service provides support for children across all areas of needs, until the end of Reception/FS2. We provide assessment, intervention and advice to EY providers and parents to help children make progress. This can be provided in the EY setting or in the family home if children do not attend a setting. All EY providers have a 0-5 Early Years linked teacher.

**Deaf/ Hearing and Vision Support Service**

**Deaf/Hearing Support Service (H I Team) Tel: 01142736410**

**Vision Support Service (VSS) Tel: 0114 2941201**

We are a team of specialist teachers, teaching assistants, audiologists, deaf instructors, resource technicians and habilitation officers who support pupils aged 0-25. We work across a range of settings in the Sheffield area; this includes working with families of young children in their home setting, mainstream schools, colleges and specialist settings. We support children and young adults to shine and reach their potential through teaching and learning which is based on individual needs. We teach the specialist curriculum including Braille and British Sign Language. The teams offer advice and training for settings and create resources for individual pupils which are tailored to their individual needs. Please speak to your child’s SENDCo if you would like to know more.

**Access and Inclusion**

**The Inclusion & Attendance Team**

[**Sheffieldinclusion&attendance@sheffield.gov.uk**](mailto:Sheffieldinclusion&attendance@sheffield.gov.uk)

We are a team of Specialist Inclusion Keyworkers who support children, families, and schools at key points of educational transition. Specialists focus on supporting children on their ‘pathway’ to School Readiness, Secondary readiness and as they Prepare for Adulthood. Our keyworkers work with all partners to co-ordinate packages of support for children and young people with the aim of supporting them to make a successful transition to their next phase of education.

**Sheffield Local Offer website**

The Sheffield Local Offer website has lots of advice and information. This supports children and young people with special educational needs or disabilities. You can search for advice and services that are in Sheffield.

There is an Education and Learning section you may find helpful:

<https://www.sheffielddirectory.org.uk/localoffer/education-and-learning/>

Scan this QR code with your phone or tablet

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If you are unable to access the internet, please call 0114 205 3849. We can arrange to print and send out any information on the Local Offer website. You can also e-mail [localoffer@sheffield.gov.uk](mailto:localoffer@sheffield.gov.uk).

**Sheffield transition principles to support children and young people - including/in particular those with Special Educational Needs**



