

Education for Children and young People with SEND in Central Bedfordshire

Do you think your child may have a Special Educational Need?

This page is intended to help families through the Education system for parents and carers who have a child with Special Educational Needs (SEND). You can find useful information on the [Central Bedfordshire SEND Local Offer](#) about children and young people with SEND in education.

The [Special Educational Needs and Disability \(SEND\) Code of Practice](#) plays a vital role in facilitating every child's right to an accessible education. It sets out the duties of local authorities, health bodies and educational settings to provide for children and young people with special educational needs under the [Children and Families Act \(2014\)](#).

What does Special Educational Needs mean?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. This could include:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

For further information from the GOV.UK information, click [here](#).

What is SEN support?

Every child with special educational needs should have SEN support. This means help that is additional to or different from the support generally given to other children of the same age.

The purpose of SEN support is to help children achieve the outcomes or learning objectives set for them by the school. Schools should involve parents in this process.

Every school must publish a SEN information report about the SEN provision the school makes on their own website. You can also ask your child's teacher or the school's Special Educational Needs Co-ordinator (SENCo) for information on the SEN provision made by the school.

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Chapter 5: Early years provides, pages 78-91

Chapter 6: Schools, pages 91-111

Please visit the [Central Bedfordshire Local Offer website](#) as it has useful information about the education service and how your child should be supported.

Who decides what SEN Support my child has?

The school should decide if your child needs SEN support and should talk to you and your child about this. If a young person is 16 or older the school should involve them directly. Sometimes you may be the first to be aware that your child has some special educational needs. If you think your child may

need SEN support, you should talk to your child's teacher or to the SENCo. If you are not happy about the support your child has, you can ask to talk to the SENCo or headteacher.

When your child is identified with SEN, the school should use a graduated approach based on four steps. These are Assess, Plan, Do and Review.

Assess

Teaching staff should work with the Special Educational Needs Co-ordinator (SENCo) to assess your child's needs, so that they give the right support. They should involve you in this and, where possible, seek your child's views. Sometimes schools will seek advice from a specialist teacher or a health professional. They should talk to you about this first.

Plan

If the school decides that your child needs SEN Support it must tell you. The school should talk with you about the outcomes that will be set, what help will be provided and agree a date for progress to be reviewed.

Do

Your child's class or subject teacher is usually responsible for the work that is done with your child and should work closely with any teaching assistants or specialist staff involved. The school should tell you who is responsible for the support your child receives. All those who work with your child should be made aware of their needs and support agreed.

Review

The school should review your child's progress, and the difference that the help your child has been given has made, on the date agreed in the plan. You and your child should be involved in the review and in planning the next step. Sometimes it helps to involve other professionals in further assessment or to support planning the next steps.

If your child has not made reasonable progress, it will be important to agree with the school what should happen next. You and the school can look at the Local Offer to see what support is available that could help achieve your child's outcomes.

Do you need further support and advice about your child?

If you would like further support or advice from your child's school, you could contact [Central Bedfordshire SENDIASS](#) (Special Education Needs and Disability Information, Advice and Support Service). Please see their website for further information. SENDIASS offer a service that has helped many families in Central Bedfordshire.

Telephone 0300 300 8088

E-mail support@sendiass.co.uk

Website [Central Bedfordshire SENDIASS - Central Bedfordshire SENDIASS \(cbsendiass.org\)](http://cbsendiass.org)

Assessments and EHC Plans

Most children and young people with special educational needs or disabilities (SEND) will have their needs met by receiving SEN support. This means the graduated approach, meetings with your child's teacher or SENCo to review your child's progress.

Some pupils with more complex special educational needs or disabilities (SEND) may need an assessment to see if they would benefit from having an Education, Health and Care Plan (EHCP). This is a legal document which sets out any additional support required to meet their special educational needs.

Please click on the links below for further information

[Assessment and EHC Plans | Central Bedfordshire SEND Local Offer](#)

[Leaflets and Resources - Central Bedfordshire SENDIASS \(cbsendiass.org\)](#)

[EHC needs assessments | \(IPSEA\) Independent Provider of Special Education Advice](#)

[Education, Health and Care Plans: Examples of good practice \(councilfordisabledchildren.org.uk\)](#)

Type of educational setting

Most children with a special educational need can be taught in their local mainstream school. However, if your child has more complex needs then they may need to go to a special school or an alternative resource provision (ARP) within a mainstream school.

Deciding which school you would prefer your child or young person to go to is an important decision for any parent/carer. If your child or young person has special educational needs, there are extra things you will want to think about.

Please visit [Education | Central Bedfordshire SEND Local Offer](#) to find out tips on arranging and visiting a school. There is further information on [Special Schools and Alternative Resource Provisions](#) and how to apply. You may also be interested in who is responsible for ensuring your child's needs are met; including the teacher, SENDCo, Headteacher and SEND Governor.

Part-time timetables

You may be interested in this information below from the Local Offer, Education Section.

The government's guidance makes it clear that 'all pupils of compulsory school age are entitled to a full-time education' and that part-time timetables should only be used 'in very exceptional circumstances.

Schools should be able to demonstrate that there is a time limited plan in place to enable the student to be reintegrated quickly to full-time education, and evidence the plan's success.

If a pupil needs to be removed from the school for a period of time for disciplinary purposes, the correct exclusion procedures must be followed. If a pupil is sent home in these circumstances, it must be recorded as fixed-term exclusion.

[The Access and Inclusion Service](#) are responsible for supporting schools and parents in relation to children who have either been excluded from school or are at risk of exclusion.

In addition, [Central Bedfordshire Special Educational Needs & Disability Information, Advice & Support Service](#) (SENDIASS) is able to offer independent advice and support to parents whose children have, or may have, special educational needs.

[Guidance for Schools](#)

Elective Home education

Parents may choose to educate their child at home rather than at school. The reasons for deciding on this approach are many, as are the styles of education undertaken. Whatever the circumstances, we aim to support parents in their choice.

By law, parents and carers must ensure their children receive an education. The Local Authority are responsible for ensuring education given to children at home is suitable.

For more information, please see the Local Offer website [here](#).

EOTAS (Educating Other Than At School)

The best place for children to receive their education is in a school or post-16 setting, with their peers, where each pupil's full range of learning and developmental needs can be addressed. However, there are circumstances where a young person may require a period of educational provision delivered otherwise than at school. If school or college is not appropriate for the child or young person, the Local Authority can arrange for any special educational provision which the child or young person requires to be delivered somewhere other than in a school, college or early years setting. This is often known as 'education other than at school' or 'EOTAS'.

EOTAS is provided to meet the specific needs of children and young people with an EHCP who, for whatever reason, cannot attend an educational setting. In order to agree to a package of EOTAS, the Local Authority must decide that it is necessary to make special educational provision that is not in a school, post-16 institution (such as a college), or an early years setting. EOTAS will only be agreed in circumstances where the Local Authority is satisfied that a school, post-16 institution, or early years setting would be inappropriate for the child or young person and would only be in place for the duration of the period that accessing an educational setting would be inappropriate. If agreed, an EOTAS package would be reviewed regularly by the Local Authority with a view for the young person to resume attendance within an educational setting as soon as practically possible in relation to their needs.

Further information - Early Help & Early Help Plus Assessments

Social Care - Early Help, also known as 'early intervention', is support given to a family when difficulties first emerge. Early Help Assessments are non-statutory and can be carried out where a Local Authority thinks it would be beneficial to prevent needs escalating.

Early Help Assessments can however, be provided **at any stage** in a child or young person's life and do not require a professional to refer.

Further information on Early Help and Early Help Plus in Central Bedfordshire can be found [here](#).

Useful Resources

Statutory Guidance

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Children and Families Act \(2014\)](#)

[SEN and disability statute law, regulations and guidance | \(IPSEA\) Independent Provider of Special Education Advice](#)

Further information

[Council for Disabled Children](#)

[Children with special educational needs and disabilities \(SEND\): Overview - GOV.UK \(www.gov.uk\)](#)

[Central Bedfordshire SEND Local Offer](#) – Home page

[Education | Central Bedfordshire SEND Local Offer](#) – Education

[Social Care and Early Help | Central Bedfordshire SEND Local Offer](#) – Early Help

[pathway-diagram.pdf \(openobjects.com\)](#)

[Luton and Bedfordshire's Neurodevelopmental Disorder \(NDD\) Pathway | Central Bedfordshire SEND Local Offer](#)

[Diagnosis Support Pack \(DSP\)](#)

The Graduated Approach (Assess, Plan, Do and Review)

[Guidance on SEND 5-16: A Graduated Approach \(Finalised Oct 2016\) \(openobjects.com\)](#)

[16-25-graduated.pdf \(openobjects.com\)](#)

Support and Advice

[Central Bedfordshire SENDIASS - Central Bedfordshire SENDIASS \(cbsendiass.org\)](#) – SENDIASS

[\(IPSEA\) Independent Provider of Special Education Advice](#)

[SOS!SEN | The Independent Helpline for Special Education Needs \(sossen.org.uk\)](#)

[Special Needs Jungle - News, info, resources & informed opinion about Special Educational Needs, disability, children's physical and mental health, rare disease. Campaigning to #FixSEND](#)

[Autism Bedfordshire](#)

[National Autistic Society \(autism.org.uk\)](https://autism.org.uk)

[British Dyslexia Association \(bdadyslexia.org.uk\)](https://bdadyslexia.org.uk)

[SBDA: Your local Dyslexia Association \(southbedsda.org.uk\)](https://southbedsda.org.uk)

[ADHDWISE UK - ADHD Wise](https://adhdwise.co.uk)

[Dyspraxia Foundation - 30th Anniversary | Dyspraxia/DCD Awareness](https://dyspraxiafoundation.org.uk)