

Special Educational Needs and Disability (SEND) Support in Schools

Before you meet:
Write down your concerns and points to raise. Consider taking a friend or partner to make notes so you can concentrate on the conversation.

You, or your child's school are concerned that your child may have some kind of special educational need and/or disabilities.

If your child has a medical condition, ask to see your school's policy about supporting pupils at school with medical conditions. Ask how these guidelines can be used to support your child, if necessary. CoP 4.10

Meet with your child's class teacher and / or Special Educational Needs Co-ordinator (SENCo) to discuss concerns.



Agree a plan using the Assess, Do, Plan, Review cycle where school put SEND support in place using successive cycles for school to take action to remove barriers to learning and put effective special provision in place. You may decide together if advice from relevant external services is needed.

After successive cycles of the graduated approach you may decide together that more specialist expertise is needed.



If progress is made continue the cycle of Assess, Plan, Do, Review. If at any point you feel the interventions are not working, you and the school can consider applying for a Record of Need (RoN).

You may meet the professional after they have seen or worked with your child so that you can give them any additional information. You know your child better than anyone and your input is vital.

There may come a point at which you agree your child has made sufficient progress and no further SEND support is required. However you may ask for SEND support again at any point if you feel it is needed.



When the report (s) have been received ask to meet with the class teacher and SENCo again to revise any interventions from the reports recommendations. Agree a date for an initial review.

Where, despite school having taken relevant and purposeful action to identify, assess and meet the needs of the child or young person and they have not made expected progress, the school or parents may consider requesting an Exceptional Action Assessment. An Exceptional Action assessment will not always lead to a RoN.

If you disagree at any point your concerns can be escalated to the SENCo or Head teacher.

On the review date discuss with the teacher / SENCo how the interventions are working, any changes that need to be made and agree a further review date.