



Introduction to **SEND**



Welcome everyone, and thank you for joining today. This session is designed as an introductory overview of Special Educational Needs and Disabilities, or SEND.

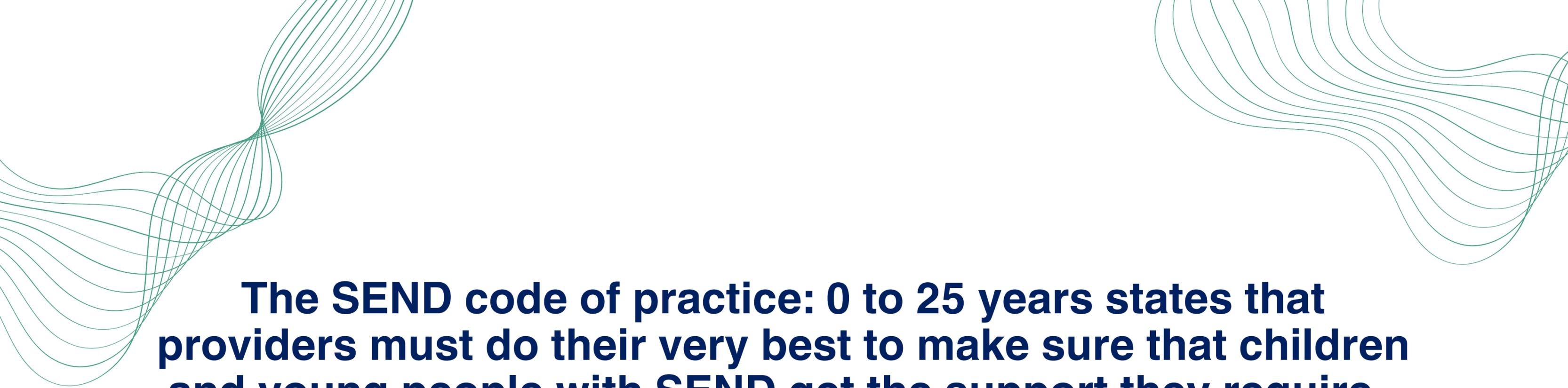




WHAT WE'LL COVER TODAY

- **What is SEND?**
- **The SEND Code of Practice**
- **Your role as a TA**
- **Strategies for support**
- **Questions and discussion**





The SEND code of practice: 0 to 25 years states that providers must do their very best to make sure that children and young people with SEND get the support they require - this means doing everything they can to meet children and young people's needs. Providers must have regard to the Code and in their arrangements for children and young people with SEND must be able to demonstrate that they are fulfilling their statutory duties.

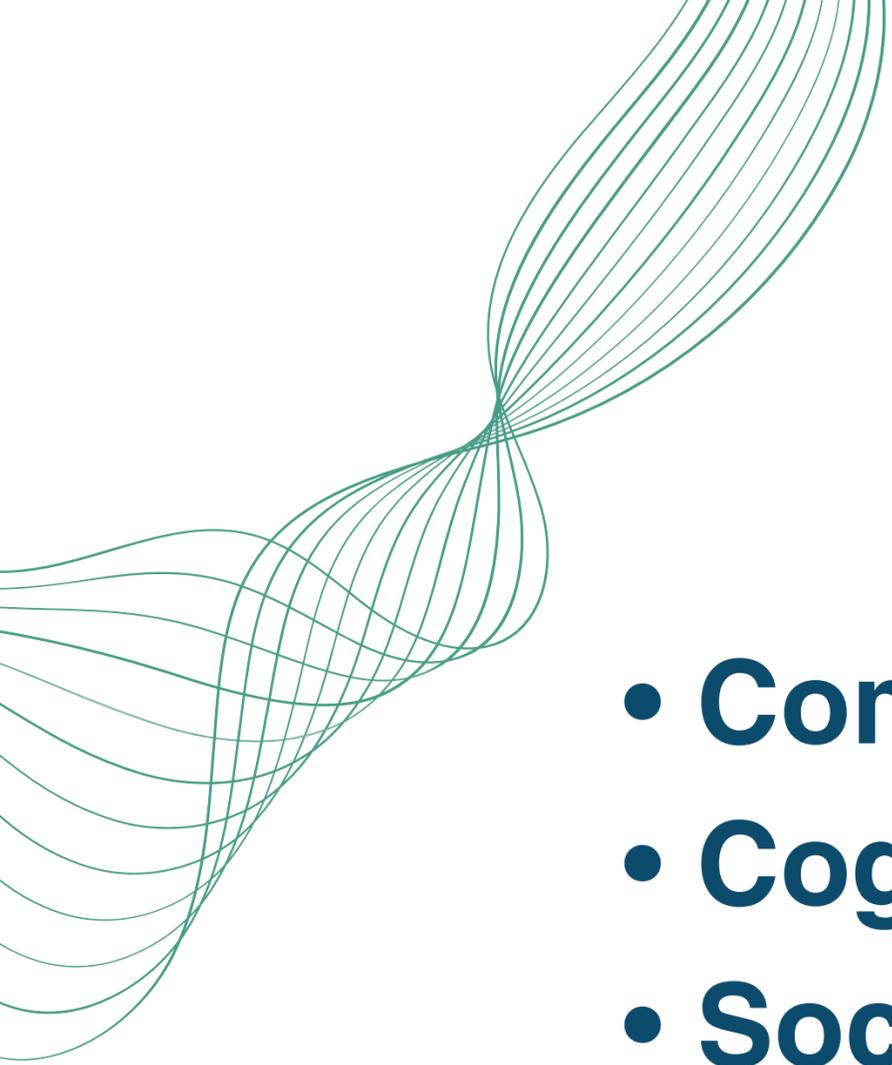


DEFINING SEND

- SEND covers a range of learning difficulties or disabilities that calls for special educational provision and/or intervention
- SEND can affect a child's ability to learn, communicate, and cope with school/home routines.

Aim: remove barriers, ensure access, and help pupils thrive.





4 AREAS OF SEND

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**
- **Sensory and/or Physical Needs**



COMMUNICATION AND INTERACTION

Speech, language and communication difficulties

Strategies for Support

- Use clear, simple language
- Give extra time to process information
- Visual supports (pictures, symbols, timetables)
- Encourage turn-taking and structured social interaction
- Work with speech and language guidance



Speech, Language & Communication Service Directory

Hertfordshire Children and Young People

These services below provide a combination of early intervention and more specialist support for children and young people's speech language and communication. Click the service name to be redirected to more information.

Website service	Face to face service	Referral required
Telephone service	Advice Line	Paid service

E Early Years **A** All ages of children

Other age ranges will be stated in the age icon for each service

Available to families, carers & professionals

0-25 Together Service 0-25

Short Breaks 5-19

CAMHS A

Voluntary Community Sector A

Delivering Specialist Provision Locally A

Early Years SEND Team A

Neurodiversity Support Hub A

SENDIASS: Website & Resources A

Services for Young People (SFYP) A

Speech & Language Therapy A

Virtual School A

Available to professionals

ASKSALI A

HFLEducation: Training & Resources 0-19

Special School Outreach A

SEND Specialist Advice & Support (SEND SAS) 5-19

VSEND A

Available to families and carers

BSL Parenting Courses A

Family Centres A

If you have any suggested changes to the directory, please email sendstrategy@hertfordshire.gov.uk

Not sure where to start? The services with the symbol, have an advice line on where might be best for your needs. ASK SALI is for professionals. Early Years Advice Line can be called by anyone wanting support for 0–5-year-olds. Parents, carers, families, children and young people should contact their SENCO or SENDIASS.

U Universal: Many children will find some learning and access to learning harder than others. High quality and inclusive teaching and learning practice will allow for this. Offering small group sessions, direct teaching or other support. This is part of Hertfordshire's [Ordinarily Available Offer](#), which can be found on the Herts [Local Offer](#) web page.

T Targeted: Parents and schools will work together to meet the child or young person's needs. If following assess, plan, do review cycles (usually at least two), it might be that further support needs to be sought from outside professionals and other agencies. **SS** Specialist:

B For some children and young people their needs will require individual intervention that will require more sustained involvement from professionals.



COGNITION & LEARNING

- Difficulties with memory, processing or problem-solving
- Specific Learning Difficulties (e.g., dyslexia, dyscalculia)
- Moderate, severe or profound learning difficulties

Strategies for Support:

- Break tasks into small, manageable steps
- Use scaffolding, modelling and repetition
- Provide visual aids, word banks, and writing frames
- Allow extra processing and response time
- Celebrate progress, not just outcomes



Learning Difficulties Service Directory Hertfordshire Children and Young People

These services below provide a combination of early intervention and more specialist support for children and young people's learning difficulties. Click the service name to be redirected to more information.

Available to families, carers & professionals	Available to professionals
0-25 Together Service	ASKSALI ★
Short Breaks	Education Hub
Voluntary Community Sector	
Delivering Special Provision Locally	HFL Education: Training & Resources
Early Years SEND Team ★	VSEND
SENDIASS: Website & Resources ★	Special School Outreach
Services for Young People (SFYP)	Available to families and carers
Virtual School	Family Centres

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Delivering Special Provision Locally

SOCIAL, EMOTIONAL & MENTAL HEALTH

- Anxiety, low mood, attachment difficulties, behaviours that challenge
- Attention Deficit Hyperactivity Disorder (ADHD)
- Behaviour that challenges

Strategies for Support:

- Build positive, trusting relationships
- Create a calm, predictable classroom environment
- Use praise and reinforcement for positive behaviour
- Provide movement breaks or quiet spaces
- Support emotional regulation (zones of regulation, check-ins)



Hertfordshire Children and Young People's Mental Health Service Directory



The services below provide a combination of early intervention and more specialist support for children and young people's mental health. Click the service name to be redirected to more information. **Referrals are either professional or self, you do not need both.**

- P** Professional referral required
- S** Self referral required
- Telephone service
- Digital support
- Includes support for age 0-5
- In person service

- Chathealth 0-5
- Chathealth 11-19
- Children's Crisis Assessment and Treatment Team (C-CATT) **P** **S**
- Children's Wellbeing Practitioners (5-19) *Low intensity community support* **P** **S**
- CHUMS Bereavement Support *Support following a suicide death* **P** **S**
- Educational Psychologists **P**
- Families First *All round extra family support* **P** **S**
- First Steps ED (0-18) *Help for eating difficulties and disorders*
- Health for Kids
- Health for Teens
- Herts Mind Network Counselling (5-19) **P** **S**
- Just Talk
- Lumi Nova (7-12) *App based game to manage worries and anxiety*
- Mental Health Support Teams (MHSTs) *on site provision at selected schools* **P**

- NHS Talking Therapies (16+) **P** **S**
- PALMS **P**
- Safe Space *Includes emergency crisis support for schools* **P**
- School Nurses and Duty Line
- Services for Young People (13-17) **P**
- Signpost Creative Therapies (5-19) *Includes art, drama and play* **S**
- Single Point Access (SPA) **P** **S**
- Central portal for all referrals*
- Specialist CAMHS **P**
- Spectrum Family and Young People's Service *Alcohol and drug support* **P** **S**
- Step2 (0-19) **P** **S**
- The Sandbox (10-25) *Information, iCBT, 1:1 online video therapy* **S**
- The Toolbox (Neurodiverse)
- Togetherall (16+)
- WithYOUth (5-19)
- Young Minds Parent Helpline

- Reaching developmental and emotional milestones, learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities.
- Difficulties with normal life problems, poor self confidence, low self esteem, low aspirations, difficult family relationships, poor peer relationships, experimental substance misuse, bereavement, poor concentration, difficulty sustaining relationships, some worries, low mood.
- Many worries, high levels of anxiety, persistent low mood, body image concerns, behaviour puts peers at risk, persistent or high risk substance misuse, risk taking behaviour, unable to display empathy, difficulty coping with anger or frustration, bereavement by suicide/suspected suicide, withdrawn or unwilling to engage, disruptive or challenging behaviour, unable to maintain peer relationships (bullying, bullied or aggression etc).
- Mental health problems which are:
 - Persistent, complex and severe
 - Present in all environments (home, school, with peers)
 - Beyond a normal response to life's problems
- Deliberate self harm requiring hospital treatment, suicidal ideation with imminent plan and means, psychotic episode (hearing unexpected voices, unrealistic or racing thoughts not related to physical or substance misuse), intentional overdosing, persistent inability to engage with services or support offered, risk taking behaviour with no underlying mental health disorder, unresponsive to treatment and continuing to decline.



Sensory and/or Physical Needs

- Vision impairment, hearing impairment
- Physical disabilities
- Sensory processing difficulties

Strategies for Support:

- Adapt resources (large print, coloured overlays, assistive technology)
- Ensure physical accessibility of the classroom
- Reduce background noise where possible
- Provide sensory breaks or equipment (fidgets, ear defenders)
- Liaise with specialists (OT, physio, HI/VI teams)



Hertfordshire Children and Young People's Neurodiversity Service Directory

These services below provide a combination of early intervention and more specialist neurodiversity support. Click the service name to be redirected to more information.

-  Telephone support
-  Online/virtual support
-  Face to face support
-  Referral required

Support for:  Parents and carers  Professionals  Children and young people

<p>ADD-vance – Support for families affected by ADHD, Autism or related conditions and the professionals who support them.</p> <p>     </p>	<p>Early Years SEN Health Visitors (E&N Herts)– Support with understanding your child’s needs, information on services and accessing support for families with children aged 0-4.</p> <p> </p>	<p>Inclusion and Skills Service (HCC Children’s Services) – Multi-professional service helping schools, setting and families to improve outcomes for children and young people.</p> <p>    </p>
<p>Angels–Support for families of autistic children and/or children who have ADHD (and those awaiting a diagnosis)</p> <p>   </p>	<p>Educational Psychologists – Support for learning, development and emotional wellbeing of children and young people.</p> <p>   </p>	<p>Lending Space – An equipment lending library for families with children and young people with SEND. Also offer advice, a listening ear and signposting.</p> <p>   </p>
<p>Ask SALI – A SEND Advice Line for Inclusion for SENCOs and other school professionals.</p> <p> </p>	<p>ESC (Education Support Centre) – Provide alternative education for children of statutory school age who have been permanently excluded or are at risk of permanent exclusion.</p> <p>  </p>	<p>Local Offer – A Hertfordshire website advertising what special educational needs and disability services are available and who can access them.</p> <p>   </p>
<p>Autism Herts – Deliver a range of services to support Autistic people aged 16+ and their carers.</p> <p>   </p>	<p>Families in Focus – Provide online therapeutic parenting courses.</p> <p> </p>	<p>Nessie – Offer therapeutic support to children and young people, training for professionals and webinars and support for parents and carers.</p> <p>    </p>
<p>Courses and workshops – Parenting support for parents and carers</p> <p>  </p>	<p>Family Support Workers (DSPL/LSP) – Local support offered on a range of different topics.</p> <p>     </p>	<p>Neurodiversity Support Hub – An advice line offering support, signposting and guidance about a whole range of things relating to ADHD and Autism. WhatsApp chat also available.</p> <p>   </p>
<p>Digital Webinars– Online webinars for parents, carers, young people and professionals.</p> <p>   </p>	<p>Homecare – Support in the home for disabled children with complex needs.</p> <p>  </p>	<p>OSB (Overnight Short Breaks) – A service for children with disabilities and complex health needs, offering them an overnight stay in a suitable setting, giving parents and carers a break from their caring responsibilities.</p> <p> </p>
<p>DSPL (Delivering Special Provision Locally) – There are 9 DSPL areas providing support to schools and families.</p> <p>     </p>		



The Role of a TA in SEND Support

- Provide individualised support while encouraging independence
- Work closely with the class teacher and SENCo
- Observe and share insights about pupil progress and needs
- Be patient, flexible, and consistent
- Promote inclusion and celebrate diversity

What else?? Lets discuss



Practical Strategies

- Use visuals and routines - visual timatables, now and next, comic strips, social stories, objects of reference
- Give clear, concise instructions - Declaritive language, avoiding demands, limited choices
- Break tasks into manageable steps, chunking
- Celebrate small successes
- Be patient and consistent
- Build a positive relationship, create a sense of belonging
- Create a therapuetic space of avoid over stimulation



Who else can support?

- Your Senco and colleagues
- Your DSPL Area Manager and SEND Lead
- SENDSASS
- EP Advice - <https://www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/educational-psychology-service.aspx>
- Ask SALI - 01438 843 310 8:30am – 5pm from Monday to Friday.
- Behaviour Outreach teams
- Cognition and Learning Team
- Local offer 'Support on a page'
- Sensory Processing Team
- Ordinarily Available Provision Document



10 MINUTE BREAK



UNDERSTANDING AN EHCP

- Understand what an EHCP is and why it matters
- Explore the key sections of an EHCP
- Focus on Section F – Special Educational Provision
- Learn how to deliver provision effectively in your role as a TA



What is an EHCP?

- Education, Health and Care Plan: a legal document for children/young people (0–25) with significant SEND needs.

Sets out:

- The child's needs
- The support required
- The outcomes to work towards
- Replaces Statements of SEN (since 2014).
- Reviewed annually.



Key Sections of an EHCP

- Section A – Views, interests and aspirations
- Section B – Special educational needs
- Section C – Health needs related to SEN
- Section D – Social care needs
- Section E – Outcomes expected
- Section F – Special educational provision (our focus)
- Section G–K – Health, social care, funding, personal budget, advice/reports



Why it Matters

An EHCP must specify:

- What provision is required
- How often / how long
- Who delivers it
- Any specialist resources or interventions
- It is legally binding – provision written in Section F must happen.



Examples of Section F Provision

- “Small group reading intervention, 3x weekly for 30 minutes, led by TA.”
- “Daily use of a visual timetable to support understanding.”
- “Access to sensory breaks twice daily.”
- “1:1 support in maths lessons for problem-solving tasks.”
- “Speech and language therapy programme delivered under therapist guidance.”



Your Role as a TA

- Understand what provision is written into Section F for your pupil(s).
- Ensure support is delivered as stated (frequency, duration, method).
- Adapt your approach to the child's needs while following the plan.
- Record evidence of provision delivered and pupil progress.
- Communicate with the class teacher, SENCo and specialists.



Delivering Provision Effectively

Top Tips:

- Consistency – follow timings and strategies outlined.
- Clarity – use simple instructions and visuals if needed.
- Scaffolding – provide just enough support, then step back to encourage independence.
- Flexibility – be prepared to adapt if a pupil is struggling.
- Feedback – let the teacher/SENCo know what works and what doesn't.



Recording & Evidence

- Keep brief notes/logs of interventions delivered.
- Track attendance at sessions (e.g., reading group, SALT programme).
- Note pupil progress, challenges, and any patterns.
- This evidence supports reviews and helps refine provision.



Challenges & How to Respond

- If provision isn't working? → Share concerns with teacher/SENCo, reach out to colleagues, attend a triage if available in your area.
- If provision can't be delivered? → Flag this quickly; it's a legal requirement. Talk through with your SENCo and adapt if possible.
- If unsure how to deliver provision? → Ask for training, modelling, or guidance. Your DSPL manager will be able to support with sign posting.



Key Takeaways

- An EHCP is a legal document – Section F sets out provision schools must deliver.
- TAs play a vital role in carrying out and monitoring this support.
- Provision should be consistent, recorded, and reviewed.
- Always work closely with teachers, SENCo, and specialists.



Reflection & Questions

- **Do you know which pupils you support have an EHCP?**
- **How can you check what's in Section F?**
- **What strategies help you deliver provision effectively?**



CASE STUDY - LETS DISCUSS



THANK YOU

