



## **CEAS - SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) including ADDITIONAL NEEDS (AN) and CEAS registration**

1. Terminology regarding SEND and AN differs between England, Wales, Scotland and Northern Ireland however one central approach is that all teachers in state maintained schools across the UK and MoD Schools overseas are considered to be teachers of children with special and additional educational needs.
2. SEND and AN are terms which cover a wide range of need across various areas of a child's life be they learning, emotional, behavioural or medical. The theme is that the need presents a potential barrier to children and young people making academic progress in line with their peers.
3. Children and young people with identified additional educational needs should receive a degree of personalised provision by their schools to ensure that they have access to a broad and balanced curriculum which supports their progress and development. This personalisation is covered by different terms, for example differentiation of the curriculum.
4. School staff are best place to offer advice and guidance on your child or young person's SEND or AN. They can advise on the local systems for the provision of additional support and on the best course of action within your local area.

### **Identifying need**

5. It is important for a child or young person's special or additional educational needs to be identified as early as possible so that appropriate support can be put in place. This can prevent further difficulties developing later and maximise learning opportunities.
6. The professionals who work with your child/ young person on a daily basis may identify a possible need for additional support. They should work closely with you if concerns arise. However, you must always remember that, as a parent/ carer, you have knowledge about your child/ young person that is valuable to the professionals who work with them.
7. You know your child/young person's strengths, and you will also be aware of the areas in which they need extra support.

### **Raising a concern**

8. If you are concerned that your child/ young person is not making appropriate progress in their education, you should contact their school and ask to discuss your concerns. Most issues can be resolved through discussion and agreement.
9. All schools in the UK have duties under the Equality Act 2010 to protect the rights of individuals and advance equality of opportunity for all including those with additional educational needs and/ or disabilities. In England state funded schools, including academies, must also abide by the SEND Code of Practice.
10. Each of the Devolved Administrations has their own policies and terminology in relation to additional educational needs and a set of guidelines (Code of Practice) to follow to ensure that there is consistency around the planning and provision of additional support for children/ young people (a summary can be found in the table later).



11. All schools should have a member of staff who is responsible for co-ordinating the provision for students with additional educational needs. These might be called the SENCo or the Inclusion Manager and will be in addition to the class or subject teachers. The best advice is if you have a question then contact the school.

### **What to expect**

12. Assessment of your child/ young person's abilities should be continuous and may occur in stages. It should involve gathering evidence of your child/ young person's progress, giving feedback on their strengths and areas where they need to improve, and planning next steps to make sure those improvements are made.
13. The assessment may also involve other teachers and professionals who know your child/ young person and should take account of all relevant aspects of your child/ young person's life.
14. You and your child/ young person should be involved in setting learning goals and discussing progress in achieving them. You can discuss your child/ young person's progress at a parents' evening or arrange an informal meeting with their teacher.
15. If your child/ young person has any difficulties, if they need more attention or more help with their work, then they are likely to come to the teacher's attention as a result of these day-to-day assessments. This fairly informal method aims to help identify and resolve any problems as early and as quickly as possible.
16. Most additional educational needs will be supported through good quality teaching and differentiation by the classroom teacher.
17. However, if this fails to determine what support your child/ young person requires, the school may need to get help from other appropriate agencies, such as health or social work services, which can carry out specific types of assessment.
18. You too can ask for a specific type of assessment for your child/ young person if you deem this necessary. This type of assessment is more formal in nature and often takes many months to complete.
19. Local authorities do have legal responsibilities around assessment as well as the placement of children who have particularly complex needs. The interaction between the school, parents and local authority is very important when it comes to the formal assessment and planning for children with SEND and AN.
20. The different systems and differing terminology can seem quite confusing. Each Devolved Administration has their own policies, systems and procedures (see Annex A).

### **CEAS registration**

21. If your child/ young person has been identified as having additional educational needs and has undergone a formal assessment, we strongly recommend that it is in the best interest of the child/ young person to be registered with CEAS.
22. All Army families with children with special or additional needs should note that Registration with CEAS is required under AGAI 108 and families from the RAF and Royal Navy are strongly encouraged to do so.



23. The current criteria for registration with CEAS are for children:
- a. With an existing formal action plan for additional needs: Education, Health & Care Plan (England/ MoD Schools), Co-ordinated Support Plan (Scotland), Individual Development Plan (Wales), Statutory Assessment (Northern Ireland). Formerly a Statement of SEN in England and Wales.
  - b. Undergoing assessment for a formal action plan (detailed above).
  - c. With a Note in Lieu.
  - d. With sensory or physical impairment.
  - e. In a special school or a special unit in the UK.
  - f. Whose needs cannot be met overseas.
  - g. Whose needs are met with interventions from outside of a school's normal resources.
  - h. whose needs are being met by an individual plan which involves additional resources provided outside of a school's normal resources.

#### **Why should I register my child with CEAS?**

24. They can provide advice on the provision for additional educational needs in the UK and overseas. It is crucial that forward planning takes places for children/ young people with additional educational needs, especially when assigned, as this can potentially prevent significant problems occurring for families later on.
25. CEAS can assist you to liaise with local education authorities and Service personnel staff to ensure the needs of your child/ young person can be met effectively when families assigned. Find at Annex A useful information relating to school SEN responsibilities and further information relating to the legislation and corresponding SEN documents.
26. Staff can provide guidance on your statutory rights regarding education, legislation guidance, education codes and MOD entitlements.
27. CEAS staff will help you to communicate the needs of your child/ young person to the new school and try and establish continuity of support where possible.

#### **What to do next**

28. Complete the SEN section of the Consent Form you have been sent (if you have not received one, please contact CEAS), complete it and return it to CEAS at the following email:

[DCYP-CEAS-Enquiries@mod.gov.uk](mailto:DCYP-CEAS-Enquiries@mod.gov.uk)

29. If you have any further questions please contact CEAS on the above stated email address.

**SCHOOL RESPONSIBILITIES AND ADDITIONAL INFORMATION RELATING TO SEND**

	<b>England</b>	<b>Wales</b>	<b>Scotland</b>	<b>Northern Ireland</b>
Teacher responsible for overseeing the provision for Additional Educational Needs	Special Educational Needs Co-ordinator (SENCo) Special Educational Needs & Disability Co-ordinator (SENDCo)	Additional Learning Needs Co-ordinator (ALNCo)	Principle Teacher of Support for Learning/Additional Support Needs	Special Educational Needs Co-ordinator (SENCo)
Formal Action Plans for children/young people with identified needs	Education, Health & Care Plan (EHCP)  Formerly Statement of Special Educational Needs	Individual Development Plan (IDP)  Formerly Statement of Special Educational Needs	Co-ordinated Support Plan (CSP)	Statement of Special Educational Needs
Information on the legislation to support AEN	<a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a>	<a href="http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/additional-learning-needs-reform/?lang=en">http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/additional-learning-needs-reform/?lang=en</a> <a href="http://www.snapcymru.org/">http://www.snapcymru.org/</a>	<a href="http://www.gov.scot/Topics/Education/Schools/welfare/ASL">http://www.gov.scot/Topics/Education/Schools/welfare/ASL</a>	<a href="http://www.education-support.org.uk/parents/special-education/">http://www.education-support.org.uk/parents/special-education/</a>
Parent Support Agencies	Further support from a wide range of parent support agencies/organisations is available			