



Preparing for a Special Educational Needs (SEN) Support meeting/review

A guide to help you prepare, take part, and feel confident.

A SEN Support meeting is a chance for you, your child or young person (aged 16-25), the nursery, school or college, and any other professionals to review your child or young person's needs (areas of difficulties), progress, and support. SEN Support follows the Assess, Plan, Do, Review cycle.

A helpful question to keep in mind.

What would I like to be different after this meeting? You do not need to know all the answers. The meeting is an opportunity to work together and agree to the next steps.

What the meeting should cover

- What is working well and the progress made.
- Any concerns about learning, development, communication, wellbeing, or taking part in the school day.
- Whether current support, adjustments and interventions are helping.
- Targets and outcomes (what difference the support has made) for the next review period (usually every term).
- What needs to change, what will happen next and who will do it.

Quick preparation checklist

- ☐ Check the date, time, place, purpose and who will attend.
- ☐ Ask for an agenda and any reports or new information in advance.
- ☐ Read the current SEN Support Plan, Pupil Passport, or Individual Education Plan.
- ☐ Write down what is working well, what is challenging and your main questions.
- ☐ Ask your child or young person for their views and how they would like to be involved.
- ☐ Think about the outcome you want from the meeting and prioritise your most important points.
- ☐ Gather examples or reports you want to discuss.
- ☐ Decide whether you would like a friend, relative or supporter to attend.
- ☐ Take a notebook or ask your supporter to take notes.

Questions to help you prepare.

- What progress has my child or young person made?
- What are their strengths and interests?
- What barriers or difficulties remain?
- How do we know whether the support is working?
- Are targets clear, realistic, and meaningful?
- Is anything helping at home or in the setting that could be used more consistently?
- Are any assessments, specialist advice or additional services needed?
- How will my child or young person's views be included?
- What would better communication between home and the setting look like?



If your child is under 5

For younger children, the discussion may focus on development, communication, play, social interaction and preparing for a move to nursery, reception, or another setting.

- Has my child had their two-year progress check, where relevant, and can we go through the written summary?
- If your child has recently started attending nursery, you could ask, has a baseline assessment been carried out after the first six weeks?
- How is my child's development being monitored?
- What does Assess, Plan, Do, Review look like for my child in this setting?
- How often will the support plan be reviewed and how will I be involved?
- Would advice from a health visitor, speech and language therapist, Portage worker, educational psychologist, specialist teacher, or Early Years SEND Inclusion Advisor help?
- Is my child eligible for the Special Educational Needs Inclusion Fund (SENIF) or Disability Access Fund (DAF)?
- What support is needed for transition to a new setting or school?

If your young person is aged 16 to 25

For young people in further education or training, the meeting should be centred on their views, goals, and the support they need to take part, make progress, and prepare for adult life.

- What are the young person's own views, goals, and priorities?
- What course, training or employment outcome are they working towards?
- Is the support helping them attend, take part, learn and make progress?
- Are reasonable adjustments and support arrangements clear to the young person and staff?
- What support is needed for independence, travel, communication, health, or taking part in the community?
- Would work experience, volunteering, careers advice or support with employment be helpful?
- Are any changes needed to support a move to another course, college, training provider, higher education, or employment?
- How does the young person want to be involved in the meeting and decisions about their support?
- What actions were agreed, who will complete them and by when?

During the meeting

- Ask everyone to introduce themselves and explain their role.
- Check that the relevant professional reports (if relevant) and SEND Support plans are available.
- Ask who is taking notes/minutes or whether the meeting can be recorded and/or a copy of the transcript shared with you after the meeting (especially if the meeting is taking place online -Teams/Zoom)?
- Review the previous plan, targets, and support: what has worked, what has not, and why?
- Ask for plain-English explanations of any words or advice you do not understand.
- Make sure your main concerns and your child or young person's views are heard.
- Ask how progress will be measured before the next review.
- Agree what are the next steps: what will be done, who will do it and by when.
- Agree when you will receive the updated SEN Support plan and the date of the next review.
- Ask for a break if you need one.



Before you leave

- ☐ Have I said what I wanted to say?
- ☐ Are my questions answered?
- ☐ Do I understand what happens next?
- ☐ Are the actions, responsible people, and dates clear?

After the meeting

- Read the updated SEN Support Plan and check it reflects what was agreed.
- Keep the plan and meeting notes for your records.
- Discuss the outcome with your child or young person in a way that works for them.
- Note the actions and dates and follow up if they do not happen.
- If concerns remain, speak to the SENCo or Headteacher and ask for the setting's complaints procedure if needed.
- If concerns remain despite SEN Support, ask the SENCo, whether further assessments or consideration of an EHC Needs Assessment may be appropriate.

For information, read our [SEN Support page](#).

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