

Special Education Needs and Disability

Information for parents

How do we identify children with SEND?

The definition of Special Educational Needs and Disability, as outlined in the SEN Code of Practice 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

How we identify pupils with SEND		
Discussions with pupils and parents	Information from medical professionals	Monitoring of pupils learning
Observing pupils	Liaising with previous settings	School data and teacher information



What types of SEND do we provide for?

The SEN Code of Practice 2014 identifies four broad areas of need. We recognise that many pupils with SEND have needs in more.

- Communication and interaction - pupils with speech, language and communication needs. Pupils with an autistic spectrum disorder (ASD).
- Cognition and learning - pupils with moderate or severe learning difficulties where pupils learn at a slower rate than their peers. Some pupils may have a specific learning difficulty such as dyslexia, dyscalculia or dyspraxia.
- Social, emotional and mental health difficulties or disorders such as attention deficit hyperactive disorder or attachment disorder.
- Sensory and or / physical needs - pupils with a disability such as a physical disorder, vision, hearing or multisensory impairment.

What support is available?

Quality first teaching - the class teacher will plan lessons according to the needs of different groups of children. Children's progress in lessons is carefully monitored and assessments are completed regularly to track how each child is doing.

Sometimes children are taught in smaller groups to help them to achieve their next steps in reading, writing or maths. This could be with a teacher or a TA.

Some children will need more individual 1:1 support. This could be for reading, writing, maths or perhaps with an emotional or social need.

What support is available for medical needs?

Some medical conditions will need support from school for your child to manage them in school. If this is the case the class teacher in conjunction with you as a parent/carer will write a management plan together. This is usually for children with medical conditions such as diabetes or epilepsy.

Working with parents and children

As a school, we strive to build positive and productive relationships with all parents and carers to support any child who may have SEND at some time in their school life. If a class teacher feels a child is having difficulties accessing the curriculum, they will arrange to meet parents or carers to discuss support currently in place and possible future support. The class teacher will raise their concerns with the school SENDCO that further assessments may be required. Suitable resources and interventions will be identified to address areas of difficulty and recorded on the school's SEND Register, outlining the area of concerns and the additional support that is required. A Termly Support Plan will then be introduced at a meeting between the class teacher, pupil and parents/carers. Termly updates are arranged to review progress, set targets, consider resources and signpost parents how they can support their child's education.



What stages do we go through?

Cause for concern	When children are identified as not making progress they are discussed with the SENCO and a plan of action is agreed. Teachers will seek to identify a cause.
SEND Support	These children will have an individual education plan called a 'Termly Support Plan' that the class teacher will use to record how best to support their learning in school. Parents/carers will be invited into school to set targets or review the support plan each term. This is a good opportunity for parents to talk to the class teacher and SENCO about their child. Class teachers may suggest things that they could try at home to support their child's learning.
EHCP Process	Where a pupil has not made expected progress despite support, the school (or parents) can request that the ERYC LA carry out an assessment of the child's needs. This is a legal process. The LA will decide if the pupil's needs are severe and lifelong and if they need more support than the school can provide with their budget. If this is the case they will write an EHC Plan. The EHC Plan includes long and short term goals and the resources and support needed to achieve those goals.

What if my child requires an EHCP?

The purpose of an EHCP is:

- to make special educational provision to the meet the SEND of the child or young person;
- to secure the best possible outcomes for them across education, health and social care, and
- to prepare them for adulthood, as they grow older.

Garton CE Primary School is committed to providing the best support for children and will often spend more money per pupil than is provided through an EHCP. This funding allows children to be given the appropriate support, to help them to achieve within a class setting where this may otherwise be difficult.

What outside agencies do we work with?

Speech and Language

Child and Adolescent Mental Health Services (CAMHS)

Specialist Teachers

Behaviour Support Inclusion Practitioners

Occupational therapists

Educational Psychologists

Play Therapists

School Nurse

Children's Centre

Medical Services

Main School Contacts

If parents have any concerns about their child's development and academic progress they can speak to the class teacher, Miss Fox (SENDCO) or Mr Baxter.

We can also help to signpost parents to other external agencies who may be able to support any needs at home.

