



How our school will help your child with any special educational needs

Information for parents, carers and families

Introduction

This booklet is about special educational needs and disabilities (SEND) and how our school helps and supports your child if they have these needs.

It describes how we will assess your child to find out whether he or she has special educational needs, and explains the targets and actions that the school will use. This booklet will try to answer the most common questions parents ask.

A special educational need can arise for a number of reasons. It may be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children.

Some children might be having problems in academic areas such as with reading, maths or they may have problems focussing on their learning for a number of reasons, in all cases it is important that the school and parents work together to help support the child. Some children will need more individual help and a small number will need special help for most of their time at school. These children may need a statutory assessment (a detailed examination of a child's special educational needs co-ordinated by the Local Authority that may result in children receiving an EHCP – Education and Health Care Plan).

1. The main duties for schools

Children learn and develop in different ways. Teachers recognise this and use different teaching styles and planning in the classroom to cater for the various ways children learn.

This means that the majority of children will learn and make progress at school. However some children, at some time in their school life, may need extra help. Because of this, schools must:

- tell parents/carers if their child is experiencing difficulties and let them know what extra help the school can give
- appoint a teacher as Special Educational Needs and Disabilities Co-ordinator

(SENDCo) who has extra responsibility for helping children with SEND

- have a written Special Educational Needs and Disabilities Policy and parents should be able to have a copy of this
- follow the Special Educational Needs (SEN) Code of Practice which describes the procedures that schools and local authorities should follow to help children with special educational needs
- have a Disability Equality Scheme (every school has a duty to produce a Disability Equality Scheme describing how it will carry out its duties to promote equality for disabled pupils).

What does the SENDCo do?

The SENDCo is responsible for co-ordinating the school support for children with SEN. This may include:

- assessing your child's strengths and weaknesses
- planning future support for your child through additional support as needed
- keeping records of your child's progress
- talking to you and other professionals who are working with your child
- advising and supporting other members of staff in the school on help they can provide for children with special educational needs

How do we know that a child has a special educational need?

The first person to know that a child has special educational needs may be:

- you, as the parent or carer
- the class teacher
- a health visitor or another medical professional.

When it seems that a child has special educational needs, your child's class teacher or the SENDCo (or both) will assess:

- what your child can and cannot do
- what your child needs to learn
- how best to help your child learn.

2. Support Arrangements in School

Any child who has a special educational need will receive planned extra help from their school. This might be given individually, in a group or a whole class situation. The first response to any child not making the progress expected is high quality teaching, which is planned to address their needs.

However, if your child and/or several other children have similar difficulties they may receive help all together. For example, the school may arrange small group support with a teacher/teaching assistant if there are several children who are struggling with their reading and writing at the same level.

If your child has very individual needs he or she is likely to have a Provision Map and personal targets set.

What is a Provision Map?

A Provision Map describes how the school staff will help your child learn. It will say who is going to help your child and what they are planning to do. Your child and the staff should know the PROVISION MAP well and use it often. It lists targets that your child is working on and usually a realistic timetable for reaching these targets, based on your child's rate of progress. It should be written in language everyone can understand.

Why do I, as a parent, need to be involved?

PROVISION MAPs are most useful when parents, teachers, teaching assistants and children all work together. There may be targets that you can work on at home.

How does the PROVISION MAP work?

The SENDCo and your child's teacher will write the PROVISION MAP and review it together with the teaching assistant, you and your child. The targets should be reviewed, ideally each term, but at least twice a year. Each school has its own way of reviewing PROVISION MAPs but the school should give you the chance to talk about the PROVISION MAP with the class teacher. This might happen at parents' evening. If you would like more time for this than is possible at parents' evening, you can ask the teacher to arrange a separate meeting with you. Alternatively you can also arrange to talk to the SENDCo if there is anything you wish to discuss.

Should my child be involved in the PROVISION MAP?

Yes, pupils have the right to join in and have a view on anything that affects them. People should listen to their views, bearing in mind their age and maturity. You or the school can help your child to say what they think about their progress and the help they are getting.

What will the targets on the PROVISION MAP look like?

The targets will cover the main areas that your child is working on and how the school will help your child.

Targets may cover:

- cognition and learning difficulties – for example reading, writing, maths
- emotional and behavioural difficulties – for example getting on with others and feeling good about themselves
- communication and interaction difficulties – for example talking and listening
- physical and sensory difficulties – for example hearing, seeing or moving around

Targets should also be SMART:

- Specific – exact and clear about what people are asking your child to do
- Measurable – it will be clear when your child has reached this target and easy to say what difference this makes
- Achievable – the targets need to be things your child will be able to do
- Relevant – to do with your child's needs
- Timed – a time is set for when your child is likely to reach their targets

What will the PROVISION MAP say?

The PROVISION MAP may include:

- your child's learning or behavioural needs

- what your child should be taught - and how
- which members of staff will be taking the action
- how much help is being given
- any specialist materials, equipment or activities your child needs
- any help you can give
- short-term targets
- how the school will check any steps forward

How long will the PROVISION MAP last?

The PROVISION MAP usually lasts for one or two terms, and after this we will check it and set new targets.

We will ask you for your view and we will tell you any outcomes. If your child has a PROVISION MAP you will be involved in this review process.

Some questions you may like to consider at a PROVISION MAP review meeting?

- how does the school keep an eye on my child's progress?
- have you listened to the views and ideas of my child?
- are the targets sensible and can my child meet them?
- are the targets the right ones for my child's needs?
- is there a sensible time limit for the targets?
- what happens if my child does not meet these targets?
- how can I help my child and the school?

What happens after the PROVISION MAP review?

If we or you are still worried about your child's progress, we may need to do something different. The school will write any new targets or changes in the new PROVISION MAP.

3. The school based stages for helping children with SEND

The 2014 Code of Conduct removed the terms 'School Action and School Action Plus' and replaced them with a **graduated approach and a requirement for 'additional support'**. This is where a pupil is identified as having SEN, and the school should then take action to remove barriers to learning and put effective special educational provision in place. This support should take the form of a four-part cycle through which decisions and actions are revisited, refined and revised resulting in a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This may include anything from you or other people working with your child. This information helps the school and you to plan what to do to help your child make progress.

Other people who may be asked to help support your child can include:

- an educational psychologist (an EP has been specially trained to help children who have difficulties in learning)
- a learning support advisory teacher
- an autistic spectrum advisory teacher (autism is a condition which affects social interaction, social communication and imagination/ flexible thinking)
- an advisory teacher
- a health professional

The relevant specialist will advise us about the right support for your child. The school will use this advice and include any suggestions in your child's PROVISION MAP.

Statutory Assessment

For a small number of children the extra help may not be enough to meet their special educational needs.

If this happens, the school or parent/carer can ask for a statutory assessment.

When somebody asks for a statutory assessment they need to include information about the help a child has had at school and this includes reviewed PROVISION MAPs. The local authority will use this information to decide whether or not to carry out a statutory assessment.

At the end of the statutory assessment, the authority must decide if the child needs an Educational, Health Care Plan (EHCP), this plan replaces the Statement of Special Educational Needs.

If the local authority writes an EHC plan, the school then uses this to continue supporting the child with a PROVISION MAP and to provide the help which the statement describes.

4. Key people in our school who will help children with SEND:

Class Teachers

Teaching Assistants

SENDCo – Mrs E Keegan

ELSA- Mrs M Blackford

Head teacher – Mrs J Exton