

Special Educational Needs at



Parent/Carer Handbook



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A special educational need can be a number of different things. For example, your child may be having problems with reading, maths or behaviour, which school can help with by putting in extra support at school and working in partnership with parents. It may also 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. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of special educational needs can include:

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Behavioural Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Dyscalculia (difficulties with number work)
- Autism (ASD)
- ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder)
- Downs Syndrome
- Cerebral Palsy
- Other Physical/Medical Needs

Did you know?

At one point in their lives up to 20% of children/young people (1 in 5) need support for a Special Educational Need.



Children learn and develop in different ways. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called **Quality First Teaching** and is something schools must provide for all children. However, many children, at some time in their school life, need extra help.

Because of this, schools must:

- Talk to parents/carers if they think their child has a special educational need and let them know what help the school is giving them
- Appoint a member of staff as the Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- Have a written Special Educational Needs policy – a copy should be made available to parents
- Take account of the Special Educational Needs (SEN) Code of Practice. This is advice given to schools by the government which outlines what schools should do to support pupils with SEN and gives recommendations for good practice.

Schools recognise that you, as your child's parent/carer, are the expert on them and will involve you every step of the way.



What does the
SENDCo do?

SENDCo = Special Educational Needs and Disabilities Co-ordinator

Mrs Blades is our SENDCo

If your child has Special Educational Needs the SENDCo should:

- Ensure the right support is put in place for your child
- Advise other teachers on how to help your child
- Arrange training for staff so they understand your child's needs
- Work closely with you on a regular basis to talk with you about your child's needs and listen to any ideas or concerns you might have
- Work with other professionals (if necessary) who may be able to help your child e.g. speech and language therapist/medical professional/educational psychologist





The first person to identify that your child has special educational needs may be:

- Yourself, as parent or carer
- The class teacher
- A health visitor
- Another medical professional

If it seems that your child may have special educational needs, your child's class teacher or the SENDCo will assess:

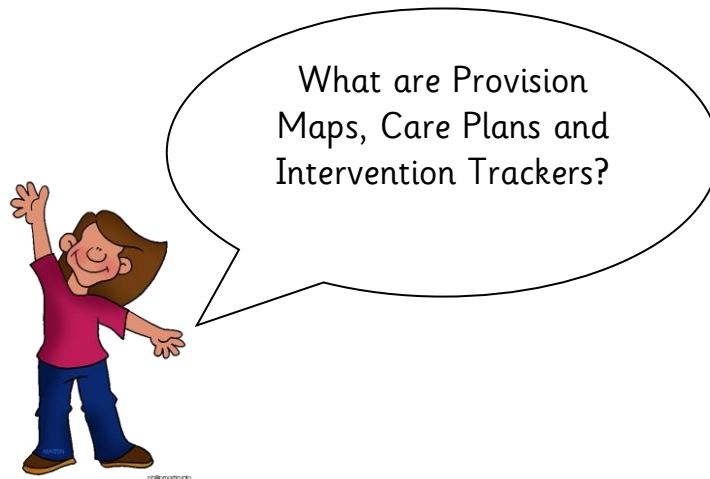
- What your child is good at and what they need help with
- What your child would benefit from
- How best to help your child learn

Information about your child's targets and any extra support they receive at school may be recorded on a Provision Map, a Care Plan and on the school's intervention tracking system (see overleaf).

Children thought to have special educational needs will be placed on the school's special educational needs register and receive one of two levels of support:

- SEN Support (see page 8)
- Statutory Assessment/Education Health Care Plan (see page 10)

The level of support received may change throughout their time at school. The SENDCo will speak to you if they think this should happen and will ask you for your opinion about this.



Provision Maps:

A Provision Map says what the school, the class teacher and the SENDCo plan to do to help your child learn. All teachers should be aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

Interventions and Trackers

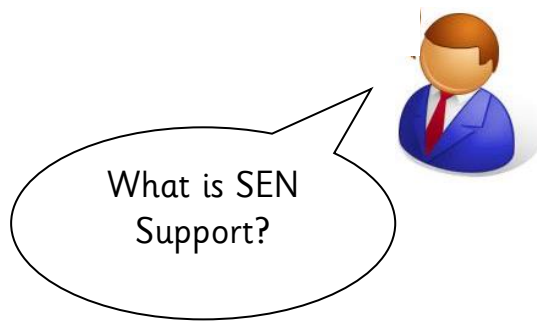
One of the ways that your child may receive support is through interventions. These are short bursts of small group/one-to-one work with a teacher or teaching assistant to support the teaching and learning delivered by the class teacher. Interventions are carried out in addition to Quality First Teaching and are tailored to a child's individual needs.

Class teachers keep a record of interventions and the progress children are making using trackers. These may be individual or group trackers depending upon the type of intervention and they should include:

- Short term targets for your child which are linked to their needs
- Who will lead the intervention
- How often your child will get help
- Notes on individual sessions
- A progress tracker measured against the targets.

Care Plans:

A Care Plan will be written especially for your child and is usually initiated when a child needs specific support with their behaviour. It is shared with all staff in school so that a consistent approach is applied and it is also shared with and agreed upon with parents/carers.



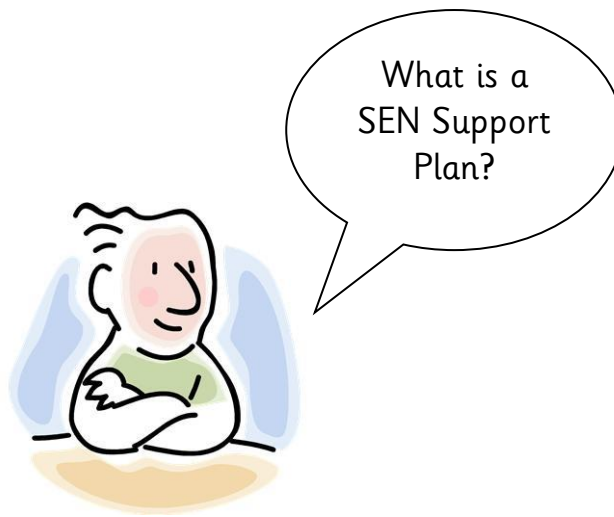
If your child is on the SEN Support level of support these are some of the things you can expect from our school:

- Your child's class teachers will be finding ways of supporting them in class such as:
 - Changing the way lessons are planned and delivered
 - Matching activities to the ability/need of your child (differentiation)
 - Adapting learning materials such as work sheets, books and activities to suit your child's needs
- Small group support
- The teacher will work in partnership with you and the SENDCo to find ways to support your child with their needs, including giving you ideas on how you can help your child at home
- School staff should set targets for your child which will be shared with you, either during Parents' Evening or a Review Meeting. They may record this on an Intervention Tracker or Provision Map.
- If it is felt to be necessary, the school should seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:
 - Carry out further assessment of your child's needs
 - Provide advice to schools on how to best support your child
 - Suggest resources that would help your child make progress

For many children this action will be enough to support your child with any difficulties and will help them make progress.

Where your child may need more help, the school and SENDCo may suggest your child is moved onto a **SEN Support Plan**.





If it is felt that your child would benefit from a SEN Support Plan, the SENDCo and class teacher will discuss the reasons for this with parents/carers. A SEN Support Plan is put in place to provide a child with additional support when it is not yet felt that statutory assessment is required.

If your child has a SEN Support Plan it will include:

- Continuation of all help your child receives at SEN Support level
- Teachers, teaching assistants and the SENDCo will continue to work together to support your child in school
- The plan will include details of your child's specific needs and the targets/outcomes that he/she is working towards
- It will also detail any other agencies/professional working with the child and what their role will be (e.g. speech therapy, physio etc)
- Your views will be important in planning your child's education. Progress will be reviewed regularly either at Parents' Evenings or during review meetings with the school SENDCo.

This extra support may be enough to support your child with any difficulties sufficiently to ensure that progress can be made in school.

A very small number of children may need further support and the school may suggest applying for **Statutory Assessment**.



Statutory Assessment and Education Health Care Plans

If your child's needs are very complex and/or severe the school may ask the Local Authority to carry out a Statutory Assessment:

- This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education Health Care Plan (EHCP) for your child.
- As a parent/carer you also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- Statutory Assessment is only appropriate for a small number of children. Your school SENCo or the Parent Partnership Service will be able to advise you about this.

If the statutory assessment shows that your child needs additional support an Education Health Care Plan (EHCP) will be issued. This is written after consultation with all those involved with the child from education, health and social care services. However it may be that only one of these services is involved.

If you're your child has a EHCP the school must:

- Hold an Annual Review Meeting to which you and other professionals must be invited
- Provide your child with the full range of support specified in their EHCP in order for them to make progress towards their targets and outcomes that are specified in the plan.

We appreciate this is a very complicated process so please seek advice from your school's SENDCo or your Parent Partnership Service.



We hope this information has helped you to understand how schools support children with Special Educational Needs.

If you would like to talk to someone about your child's needs please arrange an appointment with the SENDCo.

If you are concerned that your child's Special Educational Needs aren't being met or your child isn't making progress, please make an appointment with the SENDCo.

Thank you for working with us to help your child to enjoy school and enjoy learning.

