

Support for Pupils with Special Educational Needs (SEND)

Our SENDCO is: Mrs Patel

SEND is the abbreviation used for 'Special Educational Needs and Disabilities'. Children are all different and progress at different rates. They also have different ways in which they learn best. Children making slower progress or having particular difficulties in one area will be given extra help.

It is important not to assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs.

The Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with SEND), which came into effect in September 2014, is the document which gives us guidance on increasing options and improving provision for children and young people with Special Educational Needs.

The SEN Code of Practice defines SEND as:

'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.'

Barriers to Learning

The term 'Barriers to learning' refers to difficulties or situations that prevent a child from making age appropriate progress. A child may experience one or more barriers.

Barrier to learning a child may experience

- Learning difficulties – in acquiring basic skills in school
- Communication problems – in expressing themselves or understanding what others are saying

- Specific learning difficulty – with reading, writing, number work or understanding information
- A physical, medical or health condition – which may slow down a child’s progress and/or involves treatment that affects his or her education.
- Sensory or physical needs - such as hearing or visual impairment
- Emotional, social and behavioural difficulties – for example, difficulties with making friends or relating to adults

Identifying SEND

In order to help children who have SEND we adopt a graduated response that includes a range of strategies. We recognise that there is a continuum of special educational needs; some may be minor and short term, whilst others maybe more complex and lifelong.

We may identify pupils not making expected progress given their age and individual circumstances because their progress

- is significantly slower than that of their peers starting from the same level
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Our SEND provision follows a graduated approach with three waves:

- **First wave – classroom teaching**

All teachers provide high quality teaching to all pupils. Teachers will ensure their teaching is appropriately adapted and accessible to all. Pupils who are already on our SEND Register or Send Support Register will have PLP’s Personal Learning Plans for teachers to follow.

- **2. Second wave - intervention**

We have intervention plans in place for pupils who struggle to make progress. These are short-term strategies to boost attainment of pupils who have fallen behind class related expectations. The details of these interventions are recorded by teaching staff and shared with our SENDCO. We hold a register of all pupils receiving intervention support. All Intervention Plans are reviewed half termly.

- **3. Review the Intervention plan**

If a pupil does not make appropriate progress after intervention, teachers use the Early Identification SEND Form to inform our SENDCO. This will include

evidence of progress against learning objectives and recent assessment/test results and show what has been tried and what further help is required.

With this information the SENCO will meet with SLT and organise further assessments. This is likely to include involvement with external agencies and other partners.

If a learning barrier or disability is identified, then pupils will be identified on our SEND register and a PLP (Personal Learning Plan) drawn up with relevant and achievable targets. Parents will be informed and notified of targets. The plan is formally reviewed by the SENDCO every six months with half termly internal meetings reviewing progress.

Educational, Health Care Plans

Where there is evidence that a child has complex and/or lifelong needs a referral for assessment for an Educational Health Care Plan may be made to the relevant council. This will take place following local council procedures and involves working closely with you, the Health Service and all other agencies involved in supporting the child.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes