

# Appleton Wiske Community Primary School

## Information about Special Educational Needs and Disabilities For Parents & Carers

Our School SENDCo (Special Educational Needs and Disabilities Co-ordinator) is Mrs K Hainsworth  
Our SEND Governor is Mrs H Patel

We are here to help you, your family and your child by providing the most inclusive learning environment that meets the needs of your child.

### What are Special Educational Needs?

A special educational need can be a number of different things. Your child may be having difficulties with reading, maths or socialising. School can help by offering extra support at school and by working in partnership with you and your family. Your child may have a disability which means we need to make reasonable adjustments at school so that your child can 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.

There are four areas of need as stated in the SEND Code of Practice, 2015.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress. These are-

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical

### How do schools help children with Special Educational Needs?

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. In some cases, a short period of concentrated help is enough to enable a child to catch up and make progress. To support these additional and different needs our school will always:

- Talk to parents/carers if they think their child has a special educational need and work together with parents to plan any additional support the school can offer.
- Appoint a member of staff as the Special Educational Needs and Disabilities Co-ordinator (SENDCo). At our school this is Mrs Hainsworth. She is always happy to talk about any concerns you may have about your child. Please contact her to make an appointment.
- Have a written SEND policy – a copy is available on the website and parents can ask for a paper copy if they would like one.
- Take account of the Special Educational Needs and Disabilities (SEND) Code of Practice. This is advice given to schools by the government which outlines what schools should do to support pupils with SEND and gives recommendations for good practice.

Our school recognises that you have a wealth of information and knowledge about your child which will help us support their learning. We will involve you and draw upon this expertise at every step of the process.

## What does the SENDCo do?

SENDCo = Special Educational Needs and Disabilities Co-ordinator

If your child has Special Educational Needs the SENDCo will:

- 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 regarding 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 or educational psychologist

## How are Special Educational Needs identified?

The first person to identify that a 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 all their strengths, and what they need help with
- What your child would benefit from learning
- 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 an Individual Provision Map (IPM). Following discussions with parents and agreement with everyone concerned, children thought to have special educational needs will be placed on the school's special educational needs register. The level of support received may change throughout their time at school. School staff will speak to you if they think this should happen and will meet with you to discuss any change in provision. If your child is on the SEND list you will be invited to a meeting each term to discuss your child's progress. These are called review meetings and are in addition to the parent consultations. The annual review usually takes place in the Summer term and there will be two interim reviews, one in the Autumn term and one in the Spring term. At these meetings you will have a chance to share information, ask any questions and talk to any professionals who are involved with your child. It might be helpful to write a short report if you have information that would be helpful to everyone at the meeting. If you would like some help to write this report please let us know and we can arrange this.

## What is an Individual Provision Map?

An IPM gives you and your child a voice in the support they will receive. It also outlines what the school, the class teacher and the SENDCo plan to do to help your child learn. Teachers are aware that children learn in different ways. An IPM will be written especially for your child. It will include:

- Short term targets for your child which are linked to their needs and a measure of how your child feels about this target when it is set. At the next review your child will be asked again to score their success at meeting the target so that their progress can be measured.
- Details of any extra support your child will receive
- Who will give your child help
- How often your child will receive help
- How and when the school will look at your child's progress again
- How you can help your child at home

You will be given a copy of your child's Individual Provision Map. You can find an example of a blank Individual Provision Map on the school website or request a paper copy.

## What is SEND support?

Your child's class teacher will be finding ways to provide support in class such as:

- Changing the way lessons are planned and delivered
- Matching activities to the ability or need of your child (differentiation)
- Adapting learning materials such as worksheets, books and computing 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. At the review meeting everyone will agree targets for your child. These will be recorded on the Individual Provision Map. In many cases 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 a referral to another agency for specialist professional help and advice. If everyone agrees to seek advice from another agency a referral will be made. The following will happen next:

- Teachers, teaching assistants and the SENDCo will continue to work together to find ways to support your child in school
- The school will seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who will:
  - carry out further assessments 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
- You will receive copies of any planning to meet your child's needs in the Individual Provision Map. This will include targets your child is working towards, resources used and when progress will be reviewed.
- Your expertise and views will continue to be important in planning for 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 additional and different needs they have and ensure that progress can be made in school. A very small number of children (about 2%) may need further support and the school may suggest applying for an Education Health and Care Plan (EHCP).

## What is an Education Health and Care Plan?

An Education Health and Care Plan will normally be provided where, after Statutory Assessment, the LA considers the pupil requires provision beyond that which the school can offer. 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 and Care Plan 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 more appropriate that you do this with the support of the school.

## Other professionals who may support your child

### **Speech Therapist**

- Assessment of communication difficulty. This may include discussion with the parent/carer to gain information on the child's language and communication as well as assessment and observation in the classroom and discussion with other teachers and support workers. This is essential in order to identify how the child's communication difficulties are affecting access to the curriculum and what key areas need to be targeted.
- Providing active support to school staff and working collaboratively with parents and teachers through jointly agreed targets and approaches.
- Contributing to reviews of a child's progress including annual reviews for children who have an EHCP. We may attend in person and/or provide written reports, which identify the child's progress, areas of need and results of recent assessments.
- The provision of training for school staff appropriate to the child's communication needs.
- For some of the children with severe and specific difficulties we will see them more regularly for a course of Speech and Language Therapy.

### **The Communication and Interaction Team**

- Provide a specialist support service to local schools, at their request, for children from EYFS to Year 6 with speech, language and communication difficulties, including autism spectrum disorder.
- Following intervention work in school, we offer specialist support and advice on strategies, resources and personalised planning for the young person.
- We work directly with schools in our locality on a range of agreed interventions.
- We offer training with a variety of subjects linked to speech, language, communication and interaction difficulties, including basic autism awareness.
- Part of our role is to work in the host school (Mill Hill) to offer advice and support so that we provide a communication friendly environment for our pupils and all staff skills are developed and enhanced through regular training opportunities and information sharing.
- We have a holistic approach to our work, regularly liaising with a range of other professionals in the community such as speech and language therapists; occupational therapist; physiotherapists; specific learning difficulties EMS; behaviour, emotional and social difficulties EMS; educational psychologists; paediatricians and clinical psychologists.

### **The Specific Learning Difficulty Team**

Children and young people with specific learning difficulties may experience particular difficulties in learning to read, write, spell or manipulate numbers to the extent that their performance in these areas may be below their performance in other areas, despite appropriate learning opportunities. They may also experience problems with the speed of processing information, with working memory, with organisational skills and with co-ordination. We can support schools with:

- Curriculum differentiation and personalised learning
- Modification of the learning environment/the physical and educational implications of specific conditions
- Access arrangements
- Modelling and coaching of teaching approaches and support for targeted pupils within mainstream schools

### **SEND Information, advice and support service (SENDIASS)**

#### **What is Independent Support?**

The Children and Families Act 2014 has introduced measures on special educational needs and disabilities (SEND). Under the act, local authorities have a duty to introduce the new Education Health and Care Plans (EHCP) and publicise a Local Offer of the services and activities that are available to parents, carers and young people. Independent Supporters within each local authority will assist parents and young people through the EHCP planning process. As one of these Independent Supporters, we will be working in 27 local authorities across the UK to provide parents, carers and children with the impartial information, help and support they need to progress through the new SEND assessment and planning process.

#### **How can an Independent Supporter help me?**

An Independent Supporter can:

- Act as a named contact person throughout the EHC assessment and planning process.
- Focus on the main task of helping you to transfer a statement of SEND or LDA to an EHC plan (transfer review).
- Work with you if you are new to EHC referrals
- Liaise across a range of local services and help you to gather the information required for an EHC plan.
- Provide you with information to help you understand personal budgets.

#### **How will Independent Support be provided by Core Assets?**

We will offer families help and support to progress through the EHCP assessment and planning process via a number of means to suit their needs and preferences:

- Face-to-face support, as requested, from a trained Independent Supporter who is independent of the local authority at a time and place to suit you.
- A dedicated, independent telephone support service operated between 9am and 9pm on weekdays, and 9am to 5pm on weekends – 0800 028 8455
- Email support and advice – [ISReferrals@coreassets.com](mailto:ISReferrals@coreassets.com)
- A dedicated, independent website providing information, signposting and resource links including links to what your Local Authority has to offer you.
- 'Outreach' information and support points in your community with open access/'drop-in' events and activities.

We hope this information has helped you to understand how our school supports children with Special Educational Needs and Disabilities. Thank you for working with us to help your child enjoy school and enjoy learning.