



## PARENT INFORMATION SHEET

### What is SEND?

#### **Special Educational Needs and Disabilities**

Some children find learning more challenging than others and may need extra support to achieve their full potential.

For example, they might have difficulty with:

- Expressing themselves
- Interacting with others
- Reading, writing or maths
- Following lessons & processing information
- Controlling their emotions
- Sensory or physical mobility

These difficulties can be barriers to learning. As a school we assess **all** children to identify their strengths and needs, and how we can best support them.

Children who need extra help with their learning may receive additional support under one of the following categories:

- SEND support
- A Pupil Funding Agreement
- An Educational Health Care Plan



### What is an Educational Health Care Plan?

If your child has more complex needs, he/she might have previously had a statement of SEND or been assessed for an EHC plan. EHC plans replaced statements of SEN when the 2014 SEND Code of Practice was brought in, and most existing statements have now been converted to EHCPs.

### What is SEND support?

SEN support describes the additional help which assists children to access the curriculum.

This might include:

- Extra help in the classroom
- Small group or one-to-one learning
- Support following advice from specialists such as speech and language therapists

### Graduated approach to SEND support

We use a step system to determine the type of support best suited to each child and needs are regularly assessed and reviewed. Needs are categorised into four areas: Cognition & Learning; Social, Emotional & Mental Health; Communication & Interaction; Sensory and/or Physical Needs. These are broad categories and needs may fall into more than one area.

### **Step 1: High quality, differentiated teaching for all children**

(September or when a new child joins the class) Quality first teaching – includes classroom adjustments such as changing the way instructions or information is presented/communicated, use of additional, practical resources such as coloured overlays for reading. If a teacher has a concern for a child they will/may also need to be put in a target group with focussed support for 1 / 2 a term initially. Additionally, a TA will also work on identified GAPs during the afternoon sessions. The timetable needs to be agreed with the teacher and TA to support specific children within the class.

If it is felt that a child would benefit from assessments from outside agencies such as SENAAT, speech and language or school nurse, referrals will be made in consultation with parents.

If a child has a long term health care need that may require medication or treatment at school, an Individual Health Care Plan will be written in consultation with parents.

### **Step 2: SEND support plan for children identified as having needs which are additional and different to those provided by Quality First Teaching**

For pupils making slower progress than their peers despite targeted support in step 1, and where pupil tracking shows the child is significantly under achieving / achieving significantly below their peers, support which is additional and different will be required. This support will be more individualised and a school support plan will be written and reviewed termly. A one page profile will also be written to inform all staff of the individual classroom strategies to be used. Additional advice may also be sought from external agencies such as SENAAT to inform. The class teacher begins the School Support Plan (SSP) based on existing GAPs and needs. We may make use of external reports and gaps analysis to inform SSP. We will add your child to our SEND register.

### **Step 3: Pupil Funding Agreement or Educational Health Care Plan for children with more complex needs**

If, after at least two full cycles individualised support, following the Assess, Plan, Do, Review model, a child is still continues to make less than expected progress and pupil tracking shows that they are achieving significantly below their peers, our SENDco will, in consultation with parents, involve the Educational Psychologist and consider a request an assessment for a Pupil Funding Agreement or an Educational Health Care Plan. If agreed by the Local Authority, this would either provide additional funding to either meet a child's individual needs within school, or a place in a specialist school or unit.

## **How will school decide on what type of support my child receives?**

At West Kirby Primary we are fully aware that every child's needs are different, and that these may change over time.

Children's needs are assessed closely to identify which support best suits the individual needs.

We regularly review the support each child receives to see what is working and what isn't. We also speak to you; as parents and carers we value your input.

## **How do I know if my child needs SEND support?**

If your child is not making expected progress, despite targeted interventions, he/she may need SEND support.

Mrs Takashima, class teachers and our school SENDco assess each child's progress and needs closely and will always discuss this with you before placing your child on SEND support.

## **What if you think your child needs further support.**

In the first instance, please speak to your child's class teacher to discuss your concerns. Further appointments can be made with the class teacher and our SENDco, to talk about possible support/ future support options.

