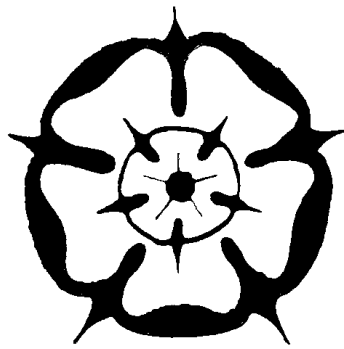


Special Educational Needs

A guide for Parents



Victor Seymour Infants' School

What are SEN?

(Special Educational Needs)

The term 'special educational needs' has a legal definition.

SEND Code of Practice June 2014

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or 5
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. So if your child is considered as an EAL child they will not automatically go onto the SEN register. Of course some of these children may have learning difficulties as well.

Children with special educational needs may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Our school and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

What can you do if you think your child has SEN?

Your child's early years are a very important time for their physical, emotional, intellectual and social development. When your health visitor

or doctor makes a routine check, they might suggest that there could be a problem. But if you have any worries of your own, you should get advice straightaway.

If your child is not yet at school or not yet going to an early education setting, you can talk to your doctor or health visitor who will be able to give you advice about the next steps to take.

If you think your child may have a special educational need that has not been identified by the school or early education setting, you should talk to your child's class teacher, to the SENCO (this is the person in the school who has a particular responsibility for co-coordinating help for children with special educational needs), Miss McNamee or to the head teacher straightaway.

It is best to start with your child's teacher or the SENCO. You will be able to talk over your concerns and find out what the school thinks. The SENCO will be able to explain what happens next.

What are the procedures?

Your child's class teacher will speak to you if they have any concerns regarding your child's learning. They will discuss any possible in class support that may be provided and they will talk to you following any interventions.

If they make the progress, then no further action will take place, but if the desired progress does not happen, the school may need to seek further advice from an external agency, such as Speech and Language Therapy. You will be asked to sign to give your permission for us to seek further advice.

What does the SEN register mean?

SEN Support

A child who has received support within school who is not making necessary progress or making the required attainment, may then be referred to an outside agency for more specialist support.

If they are not making the required progress in their area of need following such interventions, they may then be placed on the SEN Register.

A Pupil Passport is written with the parent and child to give the child small steps to achieve in these sessions and in class. These outcomes are monitored and reviewed each term and you will be able to discuss this with your child's class teacher. This termly meeting will inform you about your child's progress against the outcomes and what new outcomes need to be set.

Educational Health Care Plan (Replaces Statement of SEN)

A child may come to school with a significant educational need e.g. medical need that hinders their learning and so it may be appropriate to assign 1:1 support to them.

If a child is not making progress on **SEN Support** and they fulfill the criteria for Statutory Assessment (which means they are at least two years behind their peers usually) they may get an Educational Health Care Plan (EHC Plan) meaning they can get further support in the classroom.

These are not easy to achieve and usually take a few months to come through. **When an EHC Plan is given, a meeting to discuss provision (support for learning) will be arranged. Bi-annual reviews of the EHC Plan** take place, where progress against outcomes can be discussed and new short-term outcomes set.

If your child makes good progress due to the support both home and school provide they may come off the register. If they no longer require outside agency support but they come to an intervention group they may move off the SEN Support stage on the SEN Register.

Please talk to your child's class teacher or the SENCo if you have any queries.