

An Introduction to Special Educational Needs at Simonside Primary School



Simonside Primary School

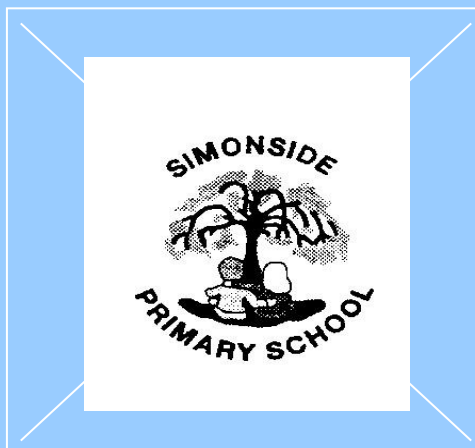


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This is a brief, easy to read information leaflet about Simonside SEN provision. It is intended to give an overview to inform you of our practice.

The schools statutory SEN Information Report for parents is a separate document available upon request or on our School Website.

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What are Special Educational Needs?

A special educational need can be one of a number of different things. For example, your child may be having problems with reading, maths or behaviour, which school can help by putting extra support in at school and by working in partnership with you. 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
- ❖ 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.

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.

Because of this, schools must:

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

School recognises that you, as your child's parent/carer, are the expert on them and will involve you on the way.

What does the
SENCO do?

SENCO = Special Educational Needs Co-ordinator

If your child has Special Educational Needs the SENCO 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 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

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 Special Needs Co-ordinator (SENCO) will talk to your child, watch your child at work, and look at the work your child produces, so that we can assess:

- ❖ What your child is good at 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 IEP (Individual Education Plan) or Provision Map (see page 6)

Children thought to have special educational needs will be identified.

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 ask you for your opinion about this.

Assessment and observation will continue, so that the effectiveness of the programme can be monitored.

How is our teaching tailored to meet the needs of our SEN pupils?

Class teachers always try to organise lessons so that each pupil enjoys learning, and is able to learn.

For some pupils with special educational needs this might involve another member of staff working with an individual or group, either in the classroom or, (for short periods of time,) separately.

Different teaching materials might be used, or in the case of some special needs, specialist equipment. The aim is always to give all pupils, whether with special needs or not, the chance to learn happily and successfully.

Some of the other ways we meet Special Educational Needs in our school are:

Children are supported for literacy and numeracy in small groups.

We use extra computer programmes used at lunchtimes or other times in the day to support children in a fun way.

We use an on line tracking system to monitor your child's progress and ensure he/she is achieving their targets.

Miss Fada supports children with their learning as well as with pastoral issues in her role as the school Learning Mentor.

Individual Education Plans (IEPs) , Behaviour Change Plans are sometimes set up to support children who have SEN and these are reviewed. Targets are shared with the child and Parents/Carers.

Parents' evenings are held at the beginning of the year as well as in the spring Term. Children with developmental co-ordination problems are support by a teaching assistant using Madelaine Portwood exercises for fine motor and gross motor control.



What is an Individual Education Plan and Behaviour Change Plan?

An Individual Education Plan (IEP) / Provision Map says what the school, the class teacher and the SENCO 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.

An Individual Education Plan / Behaviour Change Plan will be written especially for your child. It will include:

- ❖ Short term targets for your child which are linked to their needs
- ❖ Details of any extra support your child will get
- ❖ Who will give your child help
- ❖ How often your child will get help
- ❖ How and when the school will look at your child's progress again (usually at least twice a year)



How do we help children who are identified as having additional needs.

If your child has additional needs., these are some of the things you can expect from our school:

- ❖ Your child's class / subject teachers will be finding ways to support 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 worksheets, books and activities to suit your child's needs
- ❖ Small group support
- ❖ The teacher will work in partnership with you and the SENCO 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 may 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 Individual Education Plan .

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 SENCO may suggest your child is moved referred to extra , more specialist support from other agencies. ▶

What happens if a referral is needed?

If a referral is required this is what you can expect

- ❖ Continuation of all help your child receives in school.
- ❖ Teachers, teaching assistants and the SENCO will continue to work together to find ways to support your child in school
- ❖ We will look at the support that is required and will complete referrals, with your permission to explore the possibilities available.
- ❖ The school will seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who will:
 - 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
- ❖ Your views will 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 SENCO.
- ❖ Some referrals require your support, we will help you in this if required. For example you may need to ring a service to opt into support, we can provide a phone for this.
- ❖ Appointments are essential at this stage and we ask that every effort is made to attend in order to continue the process at the optimum speed.

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 a **Education Health Care Plan** ▶

What is a Education Health Care Plan?

If your child's needs are very complex and/or severe the school may refer to the Local Authority for a Education Health Care Plan (EHCP)

- ❖ 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 a EHCP.
- ❖ 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 referral shows that your child needs an EHCP they will produce a detailed individual plan advising schools what they must do to support your child.

If your child has an 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 statement.

We appreciate this is a very complicated process so please seek advice from your school's SENCO or your Parent Partnership Service. We will keep you informed when we submit a referral to keep you up to date with the process,

For a much more detailed explanation please look at our schools SEN Information Report for Parents, or the Council website information can be found in their Local Offer.

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 call into school.

If you are concerned that your child's Special Educational Needs aren't being met or your child isn't making progress, please talk to Mrs E. Lowe about the support for your child.

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