

Edleston Primary School

Parent's Guide to Special Educational Needs (SEN)



Information and Legal Requirements

School has regard to the SEN Code of Practice 2014, which states:

- 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
- 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.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Graduated Approach

A process outlined in the above SEN Code of Practice which supports the identification, assessment and review of all special educational needs is called the graduated approach .

If concerns around a child's progress or needs arise from either parents or staff, initial discussions will be held between parents and the staff who know the child the best (First Concerns Level). This can be requested by parents or by school. This may result in the need to involve outside agencies or further monitoring in school. This will be followed by a further meeting to review action.

Once a child has been identified as having a Special Educational Need, they will be placed at SEN Support and parents will be informed. An SEN Support plan will be written and additional support for the child will commence. This plan will be formally reviewed each term with the involvement of parents and the child.

Outside Agencies

School work with a number of outside agencies to best support the child. These include;

Cheshire East Autism Team (CEAT)

Educational Psychology Team (EP)

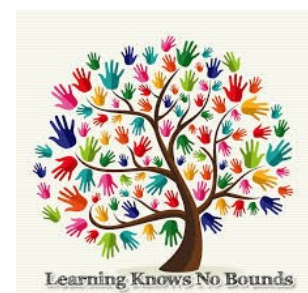
Speech and Language Therapy Service (SALT)

Occupational Therapy (OTT)

Sensory Processing Occupational Therapy Support Service (SPOTSS)

Visual and Hearing Impaired Service

Physiotherapy



Glossary of SEN terms



Annual Review.

An annual review of your child's Educational Health Care Plan must be made at least once a year. It is to confirm that their support is appropriate, and to check on your child's progress throughout the year.

Code of Practice

This is produced by the Government. It has been written to guide the school and the LA. It gives guidance about the help that they should offer to children, and the LA and the school should refer to this when they are working with yourself and your child. There should be a copy of the Code of Practice in your child's school and there should be the opportunity for you to see this to inform you about Special Educational Needs provision.

SEN Support Plans

This is a plan produced specifically for your child. It is a plan outlining what will be taught to a child with Special Educational Needs. It sets realistic, achievable targets for your child. There will be termly reviews. You, as parents, are invited to attend review meetings and contribute your thoughts. All of the professionals involved in drawing up and implementing the Support Plan will attend the review meeting. Children at this level may require advice from Outside Agencies with parental permission.

Special Educational Needs Co-ordinator (SENCO)

The SENCO is a teacher within your child's school. It may be that your child's teacher is the SENCO. They support the other teachers in the school and devise Support Plans and work materials to help the children. All mainstream schools must have a SENCO. The SENCO for our school is Mrs R Astles.

Special Needs Governor

This is an appointed Governor to work alongside the SENCO. This is Mr L Simm.



Special Educational Needs Register

This is a confidential document of all of the children in the school that have Special Educational Needs. All schools must keep a register of all children with Special Educational Needs.

Educational Health Care Plan

This is a legal document. It states exactly what a child's Special Educational Needs are and the way in which the LA will provide help to meet the needs of the child.

Teaching Assistant

These are people that help carry out some of the individual or group work needed by your child. They are under the direction of the child's class teacher and the SENCO. They may help to implement your child's Support Plan. They may be involved in the review of your child's Plan.

Moving to an EHCP (Educational Health Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, or following the advice of outside agencies, we may apply for the child to be assessed for an EHC plan. Generally, we apply for an EHC plan if:

- The child has a disability which is lifelong and which means they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (eg. of ADHD, ADD, ASD or dyslexia) does not mean the child needs an EHC Plan.

If the application for a Needs Assessment is successful, the Local Authority SEN Team will initiate further assessment from the school, education, health or social care professionals. Within this process, the child's strengths, dreams and aspirations as well as the barriers they face will be gathered. Following the assessment, the LA will produce an EHC Plan which will outline the need of the child and provision they should receive.

Children with social, emotional and mental health needs.

Although behaviour is not classed as an SEN, it may be hiding an underlying SEN which needs to be investigated through observation, discussion and support. If a child shows consistent unwanted behaviours, the class teacher will meet with parents in order to assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (eg. bereavement, parental separation) we may seek external agency support for the child and family.

If parents and school are concerned the child may have mental health needs, we encourage them to speak to a member of staff who can signpost to appropriate support.



I am unhappy with how things have been handled. What can I do?

Do try to make the time to be fully involved in the process. You will be consulted and your views noted. If you are unhappy with the process or the progress that your child is making then please;

- ◆ Try to talk through your feelings and thoughts with your child's class teacher or our SENCO.
- ◆ Ask for an appointment to see the headteacher.
- ◆ Contact a Parent Governor. They are there to represent you and to voice your concerns at meetings with the schools Governing Body.
- ◆ Get in touch with the LA.
- ◆ Cheshire East Independent Advice Service are an independent group of people who will support parents regarding issues related to special needs.

You play a vital role and your attendance at meetings with the teachers involved in providing help and support for your child will help the child. Do not be afraid to say if you are unhappy with what's happening. If you are concerned or unclear about any of the procedures or terms, just ask! Our teachers are only too happy to help.