



Staveley CE Primary School

SPECIAL EDUCATIONAL NEEDS and DISABILITY. INFORMATION FOR PARENTS

This document outlines our school information on the implementation of our policy for pupils with Special Educational Needs and Disabilities (SEND) as required by the SEN Code of Practice.

At Staveley CE Primary School we have a dedicated Special Educational Needs Co-ordinator (SENCO), who has the responsibility for making sure that children with additional learning needs make progress. It is their job to oversee all the additional support given, monitor the impact of this support and to review this as necessary.

What kinds of special needs do you provide for at Staveley?

At Staveley CE Primary School, we are committed to meeting the needs of all pupils.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice, 2014)

Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

What should I do if I think my child may have special needs?

If you have any questions or worries you should talk to your child's class teacher.

You are also welcome to contact the SEND Co-ordinator / Headteacher who can be contacted through the school office. We value the relationship you have with your child and your knowledge of them. We are open and honest with parents and hope that you are able to do the same with us.

How will teaching be matched to my child's needs?

All our class teachers use regular assessment opportunities to judge how your child is doing and will plan lessons which meet the needs of all pupils. We have high expectations of all our learners.

- Work is differentiated by the class teacher to enable all children to learn and progress. Tasks, materials, environment and support are adapted so that all children can access the curriculum.

- Teaching assistants may work individually or in a small group with children to target more specific needs.
- If your child is identified as having a special need they will be given an individual educational plan (IEP). Targets will be set according to their area of need and strategies will be introduced to help your child progress towards these targets. These will be reviewed together each term.

How do you know if my child needs extra help?

We know pupils need extra help if:

- Concerns are raised by parents/carers or the child
- Concerns are raised by the class teacher
- There is information from a previous setting or from other services who have worked with the child.
- Limited progress is being made
- There is a change in the child's behaviour or progress.

We regularly observe and assess your child and closely monitor their progress and development. We track pupil progress throughout the school and identify children who are not making expected progress and may require additional support. We aim to identify barriers to learning as early as possible.

Who will explain my child's needs and progress to me?

- Your child's teacher will let you know if they have any concerns about your child's learning.
- Home-school books are used for regular communication. Your child's termly targets for literacy and numeracy will also be shared with you.
- Our class teachers share details of your child's progress, support and needs termly as part of parent's evening or written reports.

What is your approach to teaching my child with SEND?

Each child with an identified SEND will have an IEP which will be planned by the class teacher along with the parent, child and SENDCO. Targets will be focussed on the child's individual needs and will be reviewed regularly.

- Your child's needs will usually be met within the class, supported by high quality teaching taking into account the needs of each learner.
- The teacher or teaching assistant may provide additional support within some lessons.
- In some cases, your child may be placed in one of our small intervention groups which support specific areas of need eg. Literacy, motor skills etc. We have staff members who are trained in a range of support programmes.
- If we feel it would be useful to ask for support from an outside services then a referral will be made with your consent. After assessment by the agency some teaching guidance or a programme of support may be provided.
- If your child has complex special educational needs or a disability, they may receive an Education Health Care Plan (EHCP) which co-ordinates their support across Education, Health and Social Care.

What specialist services and expertise are available at school?

We are able to access expert advice in a range of areas including:

- Educational Psychology,
- School Nurse,
- Occupational Therapy,
- Speech and Language Therapy,
- Physiotherapy,
- Social Services,
- Child Mental Health,
- Counselling,
- Barnardos,
- Specialist teachers with expertise in Early Years, Language Difficulties, ASC and Moderate Learning Difficulties, English as an additional language and other areas of specialism.

We are currently working with a wide range of these professionals to support us in meeting the needs of children in our school.

What should I do if I require further information or have a concern or complaint about the provision for my child?

- If you wish to discuss your child's needs in more depth, please do not hesitate to contact us.
- If you have any questions or concerns your first point of contact should be to speak informally with your child's class teacher. You are also welcome to chat with the SENCO / Headteacher.
- We have a clear complaints structure in place—please refer to the Complaints policy.