



Special Educational Needs and Disability (SEND)

A guide
for
parents and carers





Dear Parents and Carers,

Thank you for taking the time to read this booklet.

It has been written to help you understand how we support children with Special Educational Needs and Disability (SEND).

It is a more user-friendly version of our SEND policy.

You can ask for a copy of our policy or find it on our school website:

www.stanthonycatholic.com

Look in the section "About us" and then choose "key information".

This booklet outlines the SEND process and explains some of the terms used.

It names some of the people who may be involved in helping your child.

If you have any questions about SEND and your child, please ask. Call 01926 428800 to arrange a meeting.

We are here to help you and your child.

Moira Armstrong

Special Educational Needs & Disability Co-ordinator (SENDCo)

What do we mean by Special Educational Needs and Disability (SEND)?

All children are individuals who learn at different rates. Some children find learning easy and some find it hard but with the right help they will develop at their own pace. The class teacher will plan lessons to take into account the different abilities of children and their strengths and weaknesses. Different approaches to learning will help most children, but some may need more support. Children with a disability may need special provision to be made for them so that they can fully access the curriculum.

Children who need more support may have special educational needs. There are four main areas of special needs:

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

Some children may have needs in more than one of these areas.

If a need is identified, we ask parental permission to put the child's name on the **Special Educational Needs and Disability Register (SEND register)**. The SEND Register lists children in the school who need extra support. Some children are only on the register for a short time; some may be on it for a long time because of their complex needs.

This support can be short or long term and can take a variety of different forms:

- the use of different learning aids,
- different work set by the class teacher,
- being supported in a small group or individually by the teacher or learning assistant.

We may also ask an outside specialist to give support and advice.

Identifying Special Educational Needs and Disability:

There are four stages of action: assess, plan, do and review.

Assess

Parents know their children best; if they express concerns about their child's development we will listen and respond to their concerns. Equally we will listen to and address any concerns raised by children themselves.

Early Years Foundation Stage:

All staff make on-going assessments of children's progress using the Early Years Outcomes Guidance. Pupils are formally assessed when they start school using a baseline assessment and at the end of the Foundation Stage using the EYFS profile.

If a child's progress is giving cause for concern, staff will explain these concerns to parents and ask for their opinions. Where possible, the child's opinion will also be asked for. More assessments may be carried out and specialist advice may be asked for, for instance from the Integrated Disability Service (IDS) or from a Speech and Language Therapist (SALT).

In Key Stage 1 and 2:

All pupils are assessed regularly throughout each year by their teacher. The information gathered shows which pupils are not making the expected progress given their age and individual circumstances. At the same time teachers consider any evidence that a pupil might have a disability and if so, what reasonable adjustments may need to be made for them. Year 1 Pupils also undertake a phonics screening test to see who may need extra reading support.

The first response to limited progress is high quality teaching targeted at the pupil's area of weakness. If progress remains less than expected, the teacher should assess whether the child has SEN by gathering more information including the views of both the parents and pupil.

Plan

If a child is identified as needing SEN support, the teacher will inform the parents and work in partnership with them to work out what support their child needs. An Individual Educational Plan (IEP) will be written explaining this support and what impact this support should have on the child's progress, development or behaviour. Where possible, the plan will take into account the views of the child.

Do

Both parents and staff carry out the agreed plan which might include working on language targets or increasing social skills through turn-taking activities.

Review

At the agreed review date, the teacher and parents will look at the IEP to see if targets have been met and to discuss which strategies have been successful. Next steps will be planned and a new IEP will be written.

If expected progress is not made, parents and staff may decide to request an Education, Health and Care needs assessment (EHC assessment) from the Local Authority-Warwickshire County Council. The Local Authority will look at information given by the child, parents, teachers and other professionals and will decide within six weeks whether to carry out an assessment. An assessment may result in an Education, Health and Care needs Plan.

Education, Health and Care needs Plan (EHC Plan)

The EHC Plan is a legal document that sets out the child's special educational needs and/ or disability and any health or social care needs which relate to their SEND. It explains what will be done to meet these needs in detail, for example the type, hours and frequency of support. Parents of children who have EHC plans can request a Personal Budget, which may contain education, social care and health funding.

Transition meetings

Before a child with SEND moves to another nursery or school, a transition meeting will be held so that parents and staff can share information with the new setting.

Who may work with your child?

Learning Assistants (LAs) may work with individual children or with small groups of children under the direction of the class teacher.

The SEND Supported Team have specialist teachers who work in subscribing schools providing support for Social, Emotional and Mental Health, Cognition and Learning, and Communication and Interaction.

Specialist Teaching Service (STS) If a child has a learning need, Aimee Clay, our specialist teacher, can assess their strengths and weaknesses and then provide a report outlining supportive strategies and resource recommendations.

Speech and Language Therapy Service (SALT) IF a child has a communication difficulty, they will be referred to SALT for assessment. If needed, a therapist will assess your child at a clinic and may provide a programme of work to be carried out in school and at home. Progress is reviewed in school, usually by the speech therapist, Amber Crooks.

Educational Psychologist (EP), Charlotte May, may observe or assess a child and give advice to staff on methods and resources to help children.

RISE is Coventry and Warwickshire's CAHMS service (Child and Adolescent Mental Health Services). It is a family of NHS-led services providing emotional wellbeing and mental health services for children and young people. Referrals for ASD and ADHD are also made through Rise to the Neurodevelopment Service.

Integrated Disability Service (IDS) A child may be referred to IDS if they have a physical disability, a visual or hearing impairment, autism or a severe and complex learning need. For pre-school children, IDS is called the Early Years Quality, Inclusion, SEND and Safeguarding Team.

How can you help?

Your role is vital in helping your child to succeed!

You can help by spending time with your child and boosting his or her self-esteem:

- show an interest in your child's hobbies,
- talk to your child and give lots of praise,
- hear your child read,
- support your child with his/her home-work and IPM targets.

It is also very valuable if you can work with the class teacher by:

- talking to the teacher about any concerns,
- sharing information about your child,
- attending IPM review meetings to help check progress and plan the next steps in your child's learning.

A shared approach will result in the best progress for your child.

Talk to the class teacher and the SENDCo; if you still have concerns, you can discuss them with Mrs. Edwards, the Head-teacher or with Mrs Manton, the SEND Governor.

You can also contact Warwickshire **SENDIASS** (Special Educational Needs and Disability Information, Advice and Support Service) which provides free, impartial and confidential information and advice for parents and carers of children who have or may have special educational needs or a disability. You can contact them on 01788 593159 (opening hours: Monday –Friday, 9am-4.30pm) or fill in a contact form www.warwickshiresendiass.co.uk/contact-us/

For more information, visit Warwickshire's SEND Local Offer:

