

The Definition of SEN

A pupil has SEN where their learning difficulties or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Special Educational needs and disability provision can be considered under four broad areas:

Communication and Interaction

Cognition and Learning

Social, Mental and Emotional Health

Sensory and or Physical

Many children will have special educational needs of some kind at some time during their education. Schools 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 are worried that your child may be having difficulties?

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, or to the SENCO, Nicola Waylen. Alternatively you can speak to the Head Teacher. We would recommend that, in the first instance, you speak to the class teacher, as they are ideally placed to answer any immediate concerns or queries.



How do we support children with SEN at Christ Church Primary School?

A graduated approach

The graduated approach recognises that children learn in different ways and can have different kinds or levels of SEN. All children in school are assessed regularly to monitor their progress. If a child or young person is making less than expected progress then:

- Concerns may be voiced by a teacher or a parent.
- The class teacher informs the SENCO of their concerns.
- Progress is then monitored on a termly basis.

If progress continues to be less than expected then the child or young person may take part in Short term intervention and/ or small group work.

- This is for children who are just missing their target.
- They are expected to catch up to their peers by giving them support.
- The aim is to help them to achieve age appropriate objectives.

So you should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs.

If Child or young person despite further intervention is still not making expected progress then they will be:

- Recognised as SEN Support
- May receive more targeted support.



My child is at SEN Support, what happens next?

At SEN Support a child will have targeted support. This support will be recorded through a 'My Support Plan' which outlines information about your child and what special support they require. The My Support Plan should record:

- What's working
- What's not working
- All about me (Information about the child or young person e.g. health, Communication, behaviour etc.)
- Activities they enjoy
- Future Plans
- Outcomes or Targets
- What support is needed
- How and when your child's progress will be checked
- Links to any other documents.

SEN Support may take place in the classroom, or if appropriate may take the form of individual or group sessions with one of our SEN teaching assistants.

It is impossible to have a blanket approach with SEN as each child is individual, as are their needs.

Methods of support include:

- Support in class
- Focus time with the class teacher or teaching assistant
- 1:1 or small group sessions out of class
- Observations by the SENCO
- Support through resources



What happens if my child's needs are not being met at SEN Support?

If your child is not making the progress we would hope for, despite intervention at SEN Support then we can request help from outside agencies. This is referred to as the SEND Team. A referral is completed and sent off, with your consent.

The team contacts the school to make an appointment to observe and work with the child and to discuss concerns with the class teacher. The team member completes a report, which sets out a series of recommendations of how we can further support your child in school. Team members include specialists in English, Maths, Behaviour, Social Communication and Educational Psychologists.

In a very few cases a child's need will be deemed to be so great that the needs cannot be met at SEN Support. In this instance the school or parent can request an Education, Health Care Assessment (EHCP) in Wiltshire this is called a 'My Plan'.

During this time the LEA will meet as a panel to decide whether the child's needs are great enough to warrant an Education Health Care Plan (My Plan). This is a document that outlines the child's needs and provision. The Plan is reviewed on an annual basis. This is the responsibility of the LEA.

Additional information

Wiltshire have produced a Local Offer which helps parents, carers and young people to find out about the support and services available in their local area and how to access them. Please visit the website for more information.

www.wiltshirelocaloffer.org.uk



If you don't have internet access, it is available at your local library and selected children's centres.

Wiltshire Parent Carer Council also provides a consultation and participation service and can be contacted through their website:

www.wiltshireparentcarercouncil.co.uk

Or by phone: 01225 764647

The New Special Educational Needs and Disability Code of Practice 0-25 Years is available to download:

www.Education.gov.uk

This gives guidance to early education settings, state schools, LEAs and anybody else that helps to identify, assess and provide help for children with special educational needs.

How to contact Nicola Waylen:

Contact the school office and leave your details.
E mail: senco@christchurch.wilts.sch.uk

The closer that schools and parents work together, the more successful any help for your child will be.



Special Educational Needs and Disability (SEND)

Christ Church Primary School

Bradford on Avon

Head teacher: Mr Neil Baker
SENCO: Miss Nicola Waylen

