

The Definition of SEND

A pupil has SEND 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, Emotional and Mental Health (SEMH)

Sensory and or Physical

Many children will require additional support at some point during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily through targeted intervention and adaptations in the classroom. But a few children will need a higher level of support 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, Jenny Rodeck. 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 SEND. 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 after targeted support.
- The aim is to help them to achieve age appropriate objectives.

Your child making slower progress than you expected or the teachers providing different support, help or activities in class, does not always mean your child has special educational needs. However, this will be closely monitored.

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

- Be recognised as SEND Support
- Receive more targeted support.
- Be given a Primary Needs Plan with individual targets which will be reviewed at least three times per year.

My child is at SEND Support, what happens next?

At SEND Support a child will have targeted support and this will be reviewed at the end of each phase of support usually every six to eight weeks. If the child continue to make less than expected progress then further support may be recorded through a 'My Support Plan' which outlines information about your child and what additional 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.

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

It is impossible to have a blanket approach with SEND 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
- External agencies considered

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

If your child is not making the progress we would hope for, despite intervention at SEND 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 members complete 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, Speech and language, SEMH Social Communication and Educational Psychologists.

In a very few cases a child's needs will be deemed to be so great that the needs cannot be met at SEND Support. In this instance the school or parent can request an Education Health Care Needs Assessment (EHCNA).

During this time the Local Authority (Wiltshire Council) will meet as a panel to decide whether the child's needs are great enough to warrant an Education Health and Care Plan (EHCP). 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 Local Authority.

Additional Information

Wiltshire Council 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.

[Wiltshire Local Offer](#)

If you don't have internet access, it is available at your local library and selected children's centers. If you have any difficulties, please also speak to Jenny Rodeck (SENCO) at school.

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

[Wiltshire Parent Carer Council](#)

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

[Send Code of Practice 0-to-25](#)

This gives guidance to early education settings, state schools, Local Authorities and anybody else that helps to identify, assess or provide help for children with Special Educational Needs or Disability.

How to contact Jenny Rodeck, Christ Church's SENCO

E: senco@christchurch.wilts.sch.uk

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



'Together we learn—Together we grow
Together we flourish

Special Educational Needs and Disability (SEND)

Chris Church Primary
Bradford on Avon



SENCO Jenny Rodeck

E: senco@christchurch.wilts.sch.uk

T: 01225 863 444