Tankersley St Peters

Children with Special Educational Needs and Disability (SEND)

A Booklet for Families

Our Christian Vision

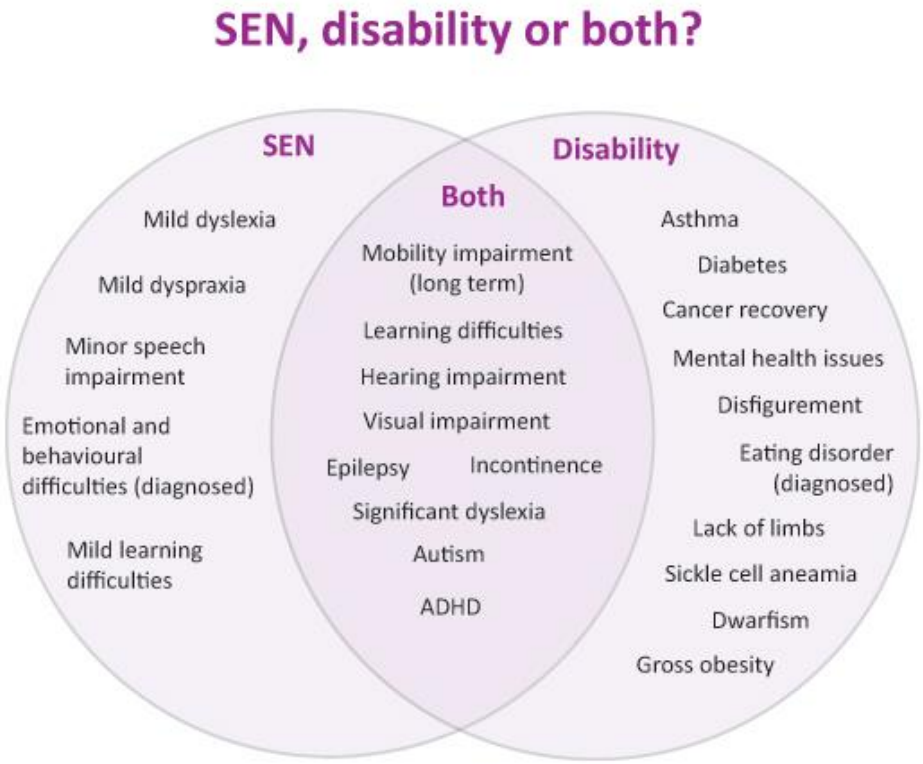
"Guide me in your truth and teach me,
for you are God my Saviour and my hope is in you all day long."

Definition of SEND

'Children have SEND if they have a learning difficulty or a disability which calls for SEN provision to be made for them.' (Code of Practice 2014)

Children have a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of children or the same age; or
b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age



Key staff in School who work with pupils with SEND

- Teachers: Every teacher is a teacher of children with SEND. Class teachers provide high quality teaching through a planned curriculum that meets the needs of all the learners in their care. They are responsible for the progress of every child in their class and accountable for pupil outcomes.
- SENCo: Takes the lead in co-ordinating assessments and planning future interventions for the child in conjunction with colleagues and parents. This will include the monitoring and reviewing of actions taken and coordinating staff training. The SENCo also provides an additional communication point for parents.
- Teaching Assistants: Teaching Assistants work under the supervision of class teachers and deliver specified work and planned programmes of work for many children including those with SEND. Some children may receive dedicated time from a teaching assistant.
- Dinner supervisors are aware of children who may require more support and are trained and skilled in providing strategies to support children at lunch times.

Identification

- Before a child starts at our school or preschool: Some children already have identified needs and these are discussed with parents and at visits to alternative pre-school settings. Any review meetings arranged by the pre-schools in the term before children are admitted to Tankersley are attended by our staff.
- In school: All teachers are teachers of pupils with SEND and are responsible for identifying pupils with SEN as early as possible. This could be through teacher observation, teacher assessment, and screening or assessment tools.

- Parent: This could be from information provided by parents or in discussion with parents. Staff at our school recognises that parents know their children best and we are keen to discuss with them concerns or observations they have about their own children.

Provision made for children with SEND

Following identification, discussions and only with agreement with parents children are placed on the SEND register. There is now a single category of support termed 'SEN support'.

Every school has a Special Educational Needs Register. The reasons children are on the Register vary greatly but fall into four broad areas identified in the Code of Practice.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

For the most part, children with SEND will be taught in the classroom, alongside their peers, receiving high quality teaching from the teacher. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with SEN. When appropriate children on the SEN register will sometimes have the additional support of a teaching assistant. This support might be delivered to an individual child on a one to one basis or within a group of children. By carefully monitoring the children, we can match their needs to differing programmes/interventions we have developed in school. An example of some curriculum areas or developmental support provided, which are currently being targeted to support and accelerate learning are: motor co-ordination, reading, maths, handwriting, phonics, speech and language. Interventions are constantly reviewed and changed according to the needs of the children. All children on the SEND register will have a school focused plan which is reviewed 3 times a year with the class teacher and the parents/ guardians of the child. Sometimes, the SENCO is present at this meeting too.

We also work closely with other agencies and may seek further information on a child's need and developmental profile. These include:

- Educational Psychologist
- Specialist Autism Team
- Early Years Inclusion Team
- Occupational Therapist/Physiotherapist
- Learning Support
- Speech and Language therapists
- Children's Paediatrics

Home/School partnership

Parents are fully involved in the school based response for their child and are supported in playing an active role in determining future provision. Some ways parents of children with SEND are involved:

- Three review meetings per year
- Additional meetings if requested by parent of staff
- Sharing information through the SEND section on the school website (where there are lots of resources for parents to access)
- Access to the senco m.hartley@tankersleysp.org.uk
- Y6-7 transition parent and SENCO co production group

Education Health and Care Plan (EHC Plan)

Some children may require an EHC Needs Assessment, in order for the local authority to decide whether it is necessary to make provision for the child, in accordance with an EHC Plan. The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. This is for children with significant and complex SEND whose needs cannot be met by the resources of the school alone and often have a number of outside agencies involved.

Glossary of terms

Here are definitions of a few of the terms and abbreviations you might hear or read.

- **SEN**: Special Educational Needs
- **SEND**: Special Educational Needs or Disability
- **SENCo**: Special Educational Needs Co-ordinator in the school
- **TA**: Teaching Assistant
- **LA**: Local Authority
- **SEN Register**: The list of children who have SEND in a school
- **SEN support:** Children who are on the SEN register and don't have an EHCP
- **EHCP:** Education, Health and Care Plan for children with significant/complex needs
- **Differentiation/ scaffolding:** A way to teach pupils with different learning styles, different abilities to absorb information and different ways of expressing what they have learned.
- **Intervention:** Targeted support to accelerate learning in a specific curriculum area or to develop a skill which may be delivered to individual children or small groups of children. These will last for a specified length of time.
- **Review meetings**: For children on the SEN register there will be x3 review meetings each year. At these meetings staff and parents will agree longer term outcomes (usually yearly outcomes) and the steps children need to take in order to achieve these.
- **Outcomes:** Longer term objectives that parents, staff and children are working towards.
- **Code of Practice:** Details of legal requirements that schools must follow without exception.