

# Edleston Primary School

## Parent's Guide to Special Educational Needs (SEN)



### Information and legal requirements

All children have needs and many children experience some type of difficulty at school during their educational careers.

The 2014 Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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 facilities of a kind generally provided for others of the same age in mainstream schools.*

Children with an SEN require additional or different provision from that given to other children of the same age.

A copy of the SEN Code of Practice can be seen from school or the Department for Education website. [www.gov.uk/childrens-services/special-educational-needs](http://www.gov.uk/childrens-services/special-educational-needs).

### The Process of Assessing Special Educational Needs.

Once a child has been identified as having SEN, either through involvement of outside agencies or following monitoring in school, the class teacher will invite parents to a meeting to:

- ◆ Formally let you know that your child is being placed at SEN Support
- ◆ Discuss assessments that have been completed
- ◆ Agree a plan and provision for the next term. (A School Focused Plan or SFP)

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Records are kept of these meetings and copies are available to parents. Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term there is an annual review of the child's progress.





## Glossary of SEN terms

### Annual Review.

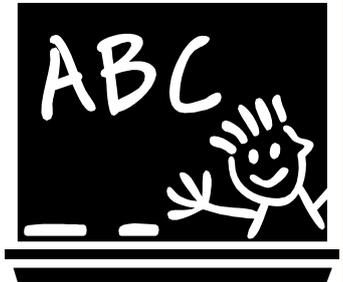
An annual review of your child's Special Educational Needs must be made at least once a year. It is to confirm that their support is appropriate, and to check on your child's progress throughout the year.

### Code of Practice

This is produced by the Government. It has been written to guide the school and the LA. It gives guidance about the help that they should offer to children, and the LA and the school should refer to this when they are working with yourself and your child. There should be a copy of the Code of Practice in your child's school and there should be the opportunity for you to see this to inform you about Special Educational Needs provision.

### School Focused Plan (SFP)

This is a plan produced specifically for your child. It is a plan outlining what will be taught to a child with Special Educational Needs. It sets realistic, achievable targets for your child. There will be termly reviews. You, as parents, are invited to attend review meetings and contribute your thoughts. All of the professionals involved in drawing up and implementing the SFP will attend the review meeting.



### Special Needs Co-ordinator (SENCO)

The SENCO is a teacher within your child's school. It may be that your child's teacher is the SENCO. They support the other teachers in the school and devise IEP's and work materials to help the children. All mainstream schools must have a SENCO. The SENCO for our school is Mrs R Astles.

### Special Needs Governor

This is an appointed Governor to work alongside the SENCO. This is Miss C Salt.

### Special Educational Needs Register

This is a confidential document of all of the children in the school that have Special Educational Needs. All schools must keep a register of all children with Special Educational Needs.

### Educational Health Care Plan

This is a legal document. It states exactly what a child's Special Educational Needs are and the way in which the LA will provide help to meet the needs of the child.

### Teaching Assistant

These are people that help carry out some of the individual or group work needed by your child. They are under the direction of the child's class teacher and the SENCO. They may help to implement your child's SFP. They may be involved in the review of your child's SFP.



## Moving to an EHCP (Educational Health Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENs, we may apply for the child to be assessed for an EHC plan. Generally, we apply for an EHC plan if:

- The child is looked after and therefore additionally vulnerable
  - The child has a disability which is lifelong and which means they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (eg. of ADHD, ADD, ASD or dyslexia) does not mean the child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce an EHC Plan which will record the decisions made at the meeting.

## Children with social, emotional and mental health needs.

Behaviour is not classed as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (eg. bereavement, parental separation) we may complete a CAF with the family and support the child through that process.

If parents and school are concerned the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.



## I am unhappy with how things have been handled. What can I do?

Do try to make the time to be fully involved in the process. You will be consulted and your views noted. If you are unhappy with the process or the progress that your child is making then please;

- ◆ Try to talk through your feelings and thoughts with your child's class teacher or our SENCO.
- ◆ Ask for an appointment to see Mrs Bagni, Headteacher
- ◆ Contact a Parent Governor. They are there to represent you and to voice your concerns at meetings with the schools Governing Body.
- ◆ Get in touch with the LA.
- ◆ Parent Partnership are an independent group of people who will support parents regarding issues related to special needs.

You play a vital role and your attendance at meetings with the teachers involved in providing help and support for your child will help the child. Do not be afraid to say if you are unhappy with what's happening. If you are concerned or unclear about any of the procedures or terms, just ask! Our teachers are only too happy to help.