

**SEND**

**Information**

**Pack**

Within this pack we hope to give you an overview of what SEND is and what it means for you and your child.

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# 1. What is SEND?

SEND stands for Special, Educational needs and disabilities.

# 2. What are Special educational needs?

A child is considered to have Special educational needs when provision which is additional to, or different from, the educational provision made generally for children of the same age.

Special educational needs could mean that a child has difficulties in a specific area or in a number of different areas including:

- Communication and Interaction – a child who has difficulty in expressing themselves or understanding what others are saying
- Cognition and Learning - a child who has difficulty in acquiring basic skills in school
- Social and Emotional and Mental Health - a child who has difficulty making friends or relating to adults or behaving properly in school
- Sensory and/or Physical - a child who has a medical or physical condition such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

It is important to remember that all children are different and make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

# 3. Why is my child being monitored/put on the SEND register?

If your child has been identified as needing additional provision beyond what is needed for the majority of children their age and outside of the differentiation already in place within their class a decision to be monitored will have been discussed by the class teacher and SENCO (Special education needs co-ordinator). Your child will have been identified by staff as requiring additional support in one of the areas stated in section 2. The class teacher or SENCO should have discussed which area/s your child has needing additional support and the impact that that is having on their progress.

## 4. What are the different levels of SEND?

There are many different levels of provision and support with SEND. Below is a diagram of how the level of support progresses within our school.

### 1. Identification of need

- Teachers will monitor any areas the child appears to find challenging and will differentiate their teaching to try to cater for all of the needs within the class.
- Through the use of assessments teachers will monitor the rate of progress that a child is making and collect evidence of difficulties through:
  - observations, classwork, record sheets within class etc.



### 2. SEND Monitoring

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required. The SENDCO should be informed and consulted to provide support and advice and may wish to observe the pupil. Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child. The child is recorded as being monitored; this does not mean they will automatically be placed on the SEN register.



### 3. SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. They will have a 'SEND Target Plan' written to set objectives for the child and adults to work from to ensure that progress is being made in their prime area of need. The objectives are reviewed each half term to check the appropriateness of the objectives and the progress made against them. The SENDCO may request for outside agencies such as educational psychologists to come and support the provision in school.



### 4. Referral for an Educational, Health, Care Plan

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health, Care panel.



### 5. Education, Health, Care, Plan

An education, health and care plan is for children who need more support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. By obtaining an EHC Plan parents have the ability to choose whether their child attends a mainstream or special provision school. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

## 5. What happens next?

Depending on the level of support in place your class teacher will advise you on what the next steps are for your child.

When a child first goes onto the SEND register a Target plan is written by the class teacher and SENCO. This plan will be shared with you so that you are aware of the targets your child is working on in school. There may not be any changes to your child's day at school as support may already have been put in place prior to your child going on to the SEND register. The implementation of the SEND Target Plan is the responsibility of the SENCO and class teacher to ensure that your child's needs are being catered for within the classroom and day-to-day planning of the lessons. Where possible this is done within the classroom and within the timetable of the class. Some children may be taken out of class for 1:1 sessions or social skills work in groups. This will be done during allotted times in the day or week where they won't miss any key learning.

## 6. What can we do at home to help?

The cases where we see the most successful outcomes for the child and the best rates of progress are when there is a strong home-school relationship. The targets set on your child's SEND plan are what school are focusing on but they are also key areas that you can work on at home to. Reading through the SEND Target plan is the best place to start. Book an appointment with your child's class teacher or SENCO to discuss ideas and ways that you can help at home.

## 7. How are the SEND Target Plans monitored and reviewed?

Monitoring the targets and needs of the children is an ongoing process. Teachers assess children's needs from lesson to lesson and adapt their teaching and provision accordingly. SEND Target Plans will be officially reviewed with the class teacher and SENCO every term. Targets are set in the Autumn term, Spring term and Summer term. Once they have been reviewed and new targets have been set your child's class teacher will arrange a meeting with you to go through the review and the new targets set. If in between reviews you have any questions or concerns then please do not hesitate to book an appointment to meet with your child's class teacher.

Once a child is on the SEND register it does not automatically mean they will have a Target Plan forever. If a child shows that they are consistently having their needs met within the planning and provision of the class then they will be taken off the SEND target plan and will still be monitored to ensure that their rate of progress remains consistent without the same level of support. Should they need any additional support again throughout school they can always be put back onto a SEND Target Plan.

## 8. What should I do if I have any further questions or concerns?

If you have any questions or concerns regarding your child's needs or anything within this document then please speak to your child's class teacher. Your child's class teacher is always your first point of contact. If for any reason you feel unable to meet with your child's teacher or need further information then please book an appointment to meet with the school's SENCO, Mrs Wainwright.

We hope this information has been useful and offered some clarity around SEND and what it means. If we can help in any other way please don't hesitate to ask. We look forward to working closely with you to help your child to reach their full potential.

Mrs. Wainwright

SENCO