

SEN

Welcome to the new SEN section on our school website.

I hope you find this section useful. If you would like more information on any area of SEN please make an appointment to see Mrs Walsh who is the school Special Educational Needs Co-ordinator.

What is SEN?

The Special Educational Needs Code of Practice states 'a child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.' Many children may have special needs at some time in their lives. Children have a learning difficulty if:

a) they have significantly greater difficulty in learning than the majority of children of the same age;

or

b) they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

How are children identified as having SEN?

All children are tracked to ensure they are making expected progress. If a teacher feels that a child in their class is not making acceptable progress or is experiencing difficulties which is affecting learning then a discussion is held with the SENCO. The situation might be monitored for a short period of time or it might mean that the child goes straight onto the Special Needs Record. Parents will always be informed when children are put onto the register.

What are the different stages of SEN?

When a child first goes onto the Special Needs Record they are put on at School Action. This means that school are aware that the child is experiencing difficulties and are putting measures into place to help the child which are over and above the norm. This could be through extra teaching assistant support in class, set times when children are withdrawn to work on a one to one basis or times when children are withdrawn to work in small groups on specific programmes.

Whilst on the record, children are monitored termly by the SENCO and class teacher. If good progress is made then the child might be removed from the record and continue to be monitored carefully. If the child does not make enough progress to be removed but they are making progress then they will remain on the register for as long as necessary. If the child is not making progress or making very little progress despite additional support then it will be necessary to move the child on to School Action Plus.

School Action Plus is the stage when school might feel it necessary to involve external agencies such as IDSS to provide specialist teaching for the child or advice for the teaching staff. IDSS is a service which we buy into and the decision to involve them is made by the SENCO and Headteacher. For a child at School Action Plus it may be necessary to apply for additional funding to enable school to fully meet the child's needs {Statement }. Parents would always be informed of this decision and the reasons why would be explained.

In some instances school may seek the advice of our Educational Psychologist to assess individuals or provide advice about specific circumstances. Parents would always be asked for permission to involve the Educational Psychologist with the child.

For further information on SEN procedures please look at our school policy. Copies are available from the school office.

IEP's

An Individual Education Plan is a working document which is written by your child's class teacher in consultation with the teaching assistant in that year group along with the SENCO. It states targets which the child needs to work towards achieving. IEP's are written and reviewed each term. Older children are encouraged to discuss their IEP with the class teacher so that they know what their own targets are. Parents / carers are invited to share the IEPs at parents evenings- these meetings are also a forum to discuss the IEP and identify ways for you to support your child at home. Staff are always keen to listen to parents' / carers views and offer advice where they can. A good partnership between school and parents / carers is extremely important and is proven to have a positive impact on the child and their learning.