



What are Special Educational Needs and Disabilities, and how do we identify SEND?

When a child is finding it difficult to achieve within the school environment we will watch them more closely to enable us to provide the extra support they need.

Difficulties may occur in one or more of these areas:

- Learning (e.g. reading or maths)
- Communication (e.g. speech and language)
- Behaviour
- Physical (including hearing & sight)

If the class teacher feels concerned that your child may have a special educational need then this will be discussed with you.

What is the SEND register and what are the different levels of SEND support?

When a child in school is identified as having a Special Educational Need their name is added to the school SEND register. Their needs will be assessed and suitable strategies put in place to support them.

School Support: the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School will work with parents and seek to understand any concerns they might have at home.

Statutory Assessment: At this level, support is sought from the Local Authority. This may result in an Education and Health Care Plan (EHCP), a legal document describing a child's long-term needs and the support to be provided.

We will always consult with parents before placing a child's name on our SEND register, seeking advice about a child or changing the level of intervention.

What is an IPP?

An individual pupil plan (IPP) is a document which details a child's current learning targets and ways that we will help to achieve them.

We encourage and support children to share their views and make contributions to their ILP.

The ILP is reviewed together each term to monitor the progress that the child is making. The next steps can then be planned.

What support can school provide?

- Different learning materials
- Different teaching methods
- Specialist equipment
- Group work or individual support

Just some examples of support:

Individual time (working 1:1 on individual targets)

Speech and language (1:1 practice of individual speech therapy programmes)

Ginger Bear's club (a social skills and confidence building group)

Smart Movers (a group to help with fine and gross motor skills)

Personalised learning (small group work focussed on specific literacy or numeracy skills)



We will inform parents if we would like their child to be part of a support group.



What can parents do to help?

We value your involvement in your child's education and you will be kept informed if we have concerns. Your information on your child and your views on their progress at school are important to us.

If your child has an IPP, it will have strategies you can use at home to work towards their targets. A partnership between teacher, pupil and parent is important in achieving the best possible outcome for a child.



What do I do if I am concerned?

If you are concerned about your child's progress and their learning needs, please speak to their class teacher.

You are also welcome to speak to the SENCO who can be contacted easily through the school office.

We are happy to discuss any part of your child's development with you. We will always listen to your concerns and endeavour to help in any way possible.

Who are the specialists who can provide advice?

At times we seek advice and support from external agencies including the following:

Educational Psychology - can provide specialist assessment of all kinds of learning difficulties and give advice on teaching strategies.

Speech and Language Therapy – work with children with speech, language and communication disorders and also eating and swallowing difficulties.

Occupational Therapy – help to develop practical life skills needed due to some kind of physical, psychological or social delay or disability.

School Nurse – help, support and advise on development and health issues.

Community Paediatricians – identify and diagnose various illnesses or medical conditions.

Social Workers - support children and families in difficult circumstances.

Action For Children – support children and families.

Please let us know if you would like more information about the work of any of these professionals.



SEND Co-ordinator - June Lowther
SEND Governor - Tricia Rogers & Denise Clarke

SELSIDE Endowed
CE School

Your Child is Important!



SPECIAL EDUCATIONAL NEEDS

At Selside CE Primary School we aim to recognise the individual needs of all pupils and give them equal opportunity to achieve their maximum potential.

We provide high quality learning experiences which are suitable and relevant to each child's learning needs.