

St Gregory's RC VA Primary School



Special Educational Needs

Information for parents and carers



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What are Special Educational Needs?

A special educational need can be a number of different things. For example, your child may be having problems with reading, writing, maths, emotional issues or behaviour. School can help by putting extra support in place by working in partnership with yourself; the parent.

It may also be due to a disability which makes it harder for a child to use the same educational facilities/tools that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of special educational needs can include:

- **General learning difficulties – children whose learning progresses at a slower pace.**
- **Speech and language difficulties**
- **Behavioural difficulties**
- **Dyslexia (difficulties with reading, writing and spelling)**
- **Developmental co-ordination disorder/Dyspraxia (problems with motor skills and organisation)**
- **Dyscalculia (difficulties with number work)**
- **Autism**
- **ADD/ADHD (attention deficit (hyperactivity) disorder)**
- **Downs syndrome**

How do schools help children with Special Educational Needs?

Children learn and develop in different ways. Teachers recognise this and use different teaching styles, resources and plan different tasks in the classroom to cater for the various ways in which children learn. This is called Quality First Teaching and is something schools must provide for all children. However, many children, at some point of their school life, need extra help.

Because of this, schools must:

- Talk to parents and carers if they think their child has a special educational need**
- Appoint a member of staff as SENCO (Special Needs co-ordinator)**
- Have a written Special Needs policy – this is available to parents (see our school website)**
- Take account of the Special Educational Needs (SEN) Code of Practice. This is advice given to schools by the government, which outlines what schools should do to support pupils, and gives recommendations for good practice.**

What does the SENCO do?

If your child has Special Educational Needs the SENCO should:

- Ensure the right support is put in place for your child
- Advise other teachers on how best to help your child
- Arrange and attend training to help you understand your child's needs
- Work with you and talk with you about your child's needs and listen to any ideas or concerns you might have
- Work with other professionals (if necessary) who may be able to help your child, e.g. speech and language therapist/medical professional/educational psychologist.



How are Special Educational Needs identified?

The first person to identify that a child has Special Educational Needs may be:

- **Youself, as parent or carer**
- **The class teacher**
- **A health visitor**
- **Another medical professional**

If it seems that your child may have Special Educational Needs, your child's class teacher or the Special Needs co-ordinator (SENCO) will assess:

- **What your child is good at and what they need help with**
- **What your child would benefit from learning**
- **How best to help your child learn/support them**

Children thought to have Special Educational Needs will be placed on the school's Special Educational Needs register and receive required level of support.

How do settings decide what type of support children and young people with SEND need?

South Tyneside Local Authority (LA) has introduced SEND Ranges to determine the needs of children and young people with SEND.

The SEND Ranges are a guide for SENCOs and schools to assess/identify the needs of pupils and to put into place the appropriate support.

Pupils with SEND are assessed against descriptors from Range 1 through to at least Ranges 5 and 6 whilst some go beyond. They describe the pupil's needs and suggestions for the types of interventions that will be required.

Range 1 - Universal - support based in a mainstream school

Range 2 - Universal/Targeted - support based in a mainstream school

Range 3 - Targeted - support based in a mainstream school

Range 4 - Targeted/Specialist - support based in either in mainstream or additionally resourced school

Range 5 - Specialist - support based in either in additionally resourced or special school

Range 6 - Specialist - support based in special school

Range 7 - Highly Specialist Provision possibly 24 hours.

The SEND Ranges provides a framework for all professionals working with the pupil and gives parents/carers a greater understanding of the needs of their child and what their child is receiving.

See the next page for more guidance on how these Ranges determine support your child will receive.



Level	Class action RANGE 1	Additional needs RANGE 2	Additional needs plus RANGE 3	EHCP RANGE 4i/ii/5
My child:				
What does this look like?	Your child is struggling a little bit in class and is working slightly below age related targets or is struggling to cope a little at certain times of the day.	Your child is struggling and is working below age related targets or finding it hard to access the curriculum fully in the usual way. We have tried some low level resources or interventions and your child has not made as much progress as we feel they should have. They may have a mild difficulty in English or Maths, with memory, coordination or concentration.	Your child has identified needs which are more complex or create a barrier to their learning. They require support to access the curriculum or school life. They may have difficulties with English, Maths or general learning, memory, concentration and/or behaviour. They may have a diagnosed difficulty but this is managed well.	Your child has a complex needs which has been or needs to be assessed, and possibly a diagnosis of some form. Your child requires significant support to access mainstream education. Your child may have an EHCP or may need one.
What does it mean?	We will set some very simple targets and put some low level extra support, intervention or resources in to help them catch up.	We will set specific targets which we will work on in school. We will also identify some specific interventions and the school SENCO will support the class teacher to ensure the support is effective. We may need some low level advice from another agency for speech, coordination or learning strategies.	We will set specific targets which are tailored to your child's individual needs. On occasions we may need the support of or advice from other agencies such as speech and language therapists, CYPs, Lifecycles, DCD clinic (coordination), Educational Psychologist, etc. Your child will receive some additional tailored support in school. For example; alternative timetables, specific resources or approaches to learning, We will put higher levels of support in place.	Your child will need a high level of tailored support and adaptations to access mainstream school. They may at some point require specialist support school or even specialist provision. There will be a range of strategies and resources used to support your child and they will have very specific targets to support their progress.
What is likely to happen next?	Sometimes children catch up and the targets are achieved. This usually happens after two or three parent evenings and target sheets. Sometimes children just need that little bit of support to keep them making steady progress and they will have targets for longer. On some occasions children do not make progress and we move them to	Your child is likely to always need a little bit of support or a resource to help them. They will most likely have targets for a much longer period of time and we will adapt on a low level how we teach your child. They will be taught in the classroom but may have some group support in certain lessons and with have some small group interventions, e.g. extra reading. Sometimes significant progress is made and children move down to class action	Your child has an identified need. We may need to refer to other agencies for further assessments or may have already done this and have advice we are working on. Your child will have a special educational needs review (termly) and the targets will be very specific. The review will be a meeting in school and any other professional who have worked with your child, the school SENCO and yourself will attend. Your child is likely to always need some additional support. Children at range 3 or additional needs plus generally will always have some form of	Your child has a complex or very specific need. They may need to be assessed and will be reviewed regularly. Other agencies may be involved often. Your child will have an IEP with specific targets on and the school will provide the support and resources to meet your child's needs. You may have or need an Education Healthcare Plan (EHCP) to secure the provision and opportunities your child needs to access their education in a mainstream. This can be additional support, specific resources, therapies above the
		additional need plus to get some assessments completed.	and they stop making progress or begin to struggle more on a daily basis. Children then begin to need more significant or a different type of support. This can be around transition times or key points in a child's life. At this point, an EHCP referral may be recommended.	educational needs school. In South Tyneside we have: Eppinay – Moderate Learning difficulties. Bamburgh – Moderate difficulties and physical difficulties. Kessington Way – Severe learning and physical needs. Fellgate Autistic Unit/Jarrow Autistic Unit. Hedworthfield Speech and Language Unit. Hebburn Lakes Behaviour/SENH Unit.
Where can I find out more?	Make an appointment to speak with your child's class teacher.	You can speak to your child's class teacher or ask to have a chat with the SENCO.	The termly review meetings are a chance for you to ask any questions and make sure your concerns or your views are heard and responded to. You can ask for a meeting with the SENCO at any time.	The termly review meetings are a chance for you to ask any questions and make sure your concerns or your views are heard and responded to. You can ask for a meeting with the SENCO and the headteacher may also attend.
What will happen next?	We will put into place the support on the plan and will feedback to you at the next parents meeting. Call to make an appointment if you would like an update before then.	We will put into place the support on the plan and will feedback to you at the next parents meeting. We will have a longer review of the targets at next term with the SENCO there if appropriate. Call to make an appointment if you would like an update before then.	You will be having a SEND review each term. If you have not had one yet this is because we wanted to share some targets with you promptly and we will be having a review in the coming weeks. The SENCO, class teacher or support assistant and possibly other professions who have worked with your child will attend.	Your child will have a termly review with the SENCO, class teacher or support and yourself. They will have a longer annual review each year. This will look at if they need an EHCP plan or if they have an EHCP plan it will be reviewed and updated. The SENCO, class teacher or support, other professionals, a local authority SEND officer and yourselves will attend.

As you can see from the above guidance your child's class teacher will be finding ways to support them in class such as:

- **Changing the way lessons are planned and delivered**
- **Matching activities to the ability/need of your child**
- **Adapting learning materials to suit your child's needs**
- **Small group support**

The teacher will work in partnership with you and the SENCO to find ways to support your child with their needs, including giving you ideas on how you can help your child at home.

School staff should set targets for your child through an IEP (provision plan) which will be shared with you, either during a Parents' Evening or a meeting with class teacher or SENCO.



Sometimes your child may require additional support/advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- **Carry out further assessment if your child's needs**
- **Provide advice to schools on how best to support your child**
- **Suggest resources that would help your child make progress**
- **Continuation of setting targets through an IEP – with reference to guidance and advice from specialists**

This extra support may be enough to support your child with any difficulties to ensure that progress can be made in school.



What is an IEP (Provision plan/Individual Education Plan)?

An IEP is a plan/set of targets to show how the school will support your child to help them learn, and will also show what you and your child can do to encourage progress. All teachers should be aware that children need different provision to help them make progress. Some, for example, need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

An IEP will be written especially for your child. It should:

- Include short term targets for your child which are linked to their needs**
- Details any extra support your child will get**
- Identify who will give your child help**
- Say how often your child will get help**
- Show what you can do to help at home**
- Involve your child**
- Identify their SEND Range, according to South Tyneside's SEND Ranges Document.**
- These targets will be reviewed termly.**

What is an Education, Health and Care assessment?

A very small number of children may need further support and the school may suggest applying for an Education Health Care Plan (EHCP)

If your child's needs are very complex and/or severe the school may ask the Local Authority to carry out an EHC assessment:

- This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.**
- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care plan for your child.**
- As a parent/carer you also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.**
- Statutory Assessment is only appropriate for a small number of children.**

What is an EHC plan?

If the EHC Assessment shows that your child needs an Education, Health and Care Plan, they will produce a detailed individual plan advising school what they must do to support your child.

If your child has an EHC Plan the school must:

- **Hold an Annual Review Meeting to which you and other professionals must be invited.**
- **Provide your child with the full range of support specified in their plan. Schools organise this in different ways according to the needs of your child.**



We hope this information has helped you to understand how schools support children with Special Educational Needs. If you would like to talk to someone about your child's needs, please telephone school to make an appointment to see their teacher, the SENCO, the Head Teacher or Deputy Head teacher.

Thank you for working with us to help your child enjoy school and enjoy learning.

