



SEN/D Information Booklet for Parents

Ethos

At Lydgate Infant School, we believe that all children, including those identified as having Special Educational Needs and Disabilities (SEND), have a common entitlement to a broad and balanced curriculum, which is accessible to them, and that they should be fully included in all aspects of school life. Every teacher in the school is a teacher of every child, including those with SEND. **Quality first teaching (QFT)** will enable our pupils to make good progress and reach their potential. However, there are sometimes barriers to learning which prevent some children from making as much progress as we would hope and this is when additional support or advice may be required.

What do I do if my child is not making expected progress?

If this is the case, your child may be receiving some additional support in the classroom, have access to resources to support them in their learning or be part of an intervention group - QFT. If QFT does not have an impact on your child's progress, then following discussion with parents/carers, it may be agreed that your child may need additional strategies and interventions above that available to all children. The class teacher will liaise with the SENCO to arrange a meeting or provide access to outside agencies.

Does this mean that my child has special educational needs?

Not always. Some children may require extra support to access their learning. If your child makes good progress with the intervention programme and class support they may not need any further action. However, if your child's progress is still not at age related expectations or if there is evidence of a specific need, he/she may need an individualised plan. This will be discussed with you and your child will be set specific targets to help him/her improve. **This is called SEN Support.**

What is the definition of special educational needs?

'Children have SEND if they have a learning difficulty or a disability which calls for SEN provision to be made for them.' (Code of Practice 2014)

Children have a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

Identification of Children with SEND

Some children enter school already having identified needs and these are discussed with parents and at visits to pre-school settings. Any review meetings arranged by the pre-schools in the term before children are admitted to Lydgate are attended by our staff.

Other children's needs will be identified during their time at Lydgate. All teachers are teachers of pupils with SEND and are responsible for identifying pupils with SEN as early as possible. This could be through teacher observation, teacher assessment and screening or assessment tools. If your child is identified as having a special educational need, your child's class teacher and the SENCO will work with you to set targets for your child and additional support and/or resources provided to aid their learning will be discussed with you. There are four main stages of this process – Assess, Plan, Do, Review. This is a partnership between home, we recognise that parents know their children best and we are keen to discuss with you concerns or observations you have about your own children.

The procedures follow the SEND Code of Practice 2014. The school employs a graduated response through interventions at a range of levels. If our assessments, conducted by teachers and supported by Senior

Leadership, show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources, beginning with **QFT**. If your child is in this first level of support, they will be placed on our monitoring list and their progress will be tracked during regular pupil progress meetings between class teacher, senior leadership and SENCO. The child's class teacher will provide interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.

The Special Educational Needs Co-ordinator (SENCo) will become involved should a child move to SEN Support and be put on the school SEND register, when this happens is based on their Sheffield Support Grid level and City Council guidance.

Identifying behaviour as a need is no longer an acceptable way of describing SEND in the Code of Practice 2014. Any concerns relating to behaviour will be described as a response to one of the main 4 categories of need described above.

It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

For some children, SEND can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop. We aim to be alert to emerging difficulties and respond early. The school can only make judgements or access outside agencies and local authority provision on what is seen at school and where the child is now.

Educational Health Care Plan (EHCP) Some children may require an EHC Needs Assessment, in order for the local authority to decide whether it is necessary to make provision for a child, in accordance with an EHC Plan. The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. This is for children with significant and complex SEND whose needs cannot be met by the resources of the school alone and often have a number of outside agencies involved. Throughout the whole of this process school use the Sheffield Special Educational Needs and Disability Support Grid (SSG). This provides a clear format to aid identification of need and provide direction to support children. Children with an EHC Plan usually sit at levels 4 and 5 on the SSG – these children often have complex learning difficulties, e.g. Autism Spectrum, Downs Syndrome, severe language delay or learning difficulties, severe physical difficulties. These children may access specialist provision in the future. The school does not decide who will be awarded an EHCP, initial decisions around whether a EHCP is necessary for the child to make progress are taken on a locality level and then to a panel of professionals who may request further assessment.

Schools are now not given an annual amount of additional funding for individual children with an EHCP, apart from a very small number with more exceptional needs who may be given some "Critical" or "High Needs" funding - again this decision is made on a locality level. The EHCP is reviewed each year at an Annual Review meeting, though there will be progress meetings throughout the year.

Provision made for Children with SEND

Following identification, discussions and only with agreement from parents, children are placed on the SEND register. There is now a single category of support termed 'SEN support'.

Every school has a Special Educational Needs Register. The reasons children are on the Register vary greatly but fall into four broad areas identified within the SEN 2014 Code of Practice.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

A Graduated Approach to Interventions

Our school provides 'Quality First Teaching,' which includes personalising learning to meet individual needs through differentiated tasks, provision of support through modifying learning objectives, teaching styles and access to resources. For the most part, children with SEND will be taught in the classroom, alongside their peers, receiving QFT teaching techniques and strategies within each class to accommodate those of differing abilities, including those with SEND. When appropriate children will sometimes have the additional support of a teaching assistant. This support might be delivered to an individual child on a one to one basis or within a group of children. By carefully monitoring the children, we can match their needs to differing programmes/interventions we have developed in school. An example of some curriculum areas or developmental support provided, which are currently being targeted to support and accelerate learning are: motor co-ordination, reading, maths, handwriting, phonics, speech and language and social interaction. Interventions are constantly reviewed and changed according to the needs of the children.

Pupils are identified as having SEND needs if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. (p.88 Section 6.37 Code of practice 2014). Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

All pupils' progress is monitored closely by class teachers and the Senior Leadership Team at half termly meetings. Where a period of differentiated support has not resulted in the pupil making adequate progress or where the nature of the pupil's needs are unlikely to be met by such an approach, the pupil will be placed on the SEND register and the SENCo, with the permission of parents/carers, will liaise with appropriate outside agencies. School are not able to make a referral for assessment, this has to be done through your GP.

Examples of outside agencies we access include:

Early Years Inclusion Team / Learning Support service
Educational Psychology service
Locality SEN support
Speech and language Therapy
Autism Team
Multi Agency Support Team (MAST)
Children and Adults Mental Health Services (CAMHS)
Occupational Therapist/Physiotherapist

Who will work with my child?

- **Teachers:** Every teacher is a teacher of children with SEND. Class teachers provide high quality teaching through a planned curriculum that meets the needs of all the learners in their care. They are responsible for the progress of every child in their class and accountable for pupil outcomes.
- **SENCO:** Takes the lead in co-ordinating assessments and planning future interventions for the child in conjunction with colleagues and parents. This will include the monitoring and reviewing of actions taken and coordinating staff training. The SENCO also provides an additional communication point for parents.
- **Teaching Assistants:** Teaching Assistants work under the supervision of class teachers and deliver specified work and planned programmes of work for many children including those with SEND. Some children may receive dedicated time from a teaching assistant.
- **Lunchtime Supervisors:** Lunchtime Supervisors are aware of children who may require more support and are trained and skilled in providing strategies to support children at lunch times.

Home/School partnership

Parents are fully involved in the school based response for their child and are supported in playing an active role in determining future provision. Some ways parents of children with SEND are involved:

- All children on the SEND register will have a support plan which is reviewed 3 times a year with the class teacher, SENCo and the parents/ carers of the child.
- Additional meetings if requested by parent or staff
- Sharing information through the SEND section on the school website
- A SENCo available to offer guidance and support
- Transitional reviews with Lydgate Junior School

Who do I speak to about my concerns?

Your first point of contact is your child's class teacher who knows your child well. Your child's teacher will discuss concerns with the Special Educational Needs Coordinator (SENCO) – Miss Leyshon.

Glossary of terms

Here are definitions of a few of the terms and abbreviations you might hear or read.

- **SEN:** Special Educational Needs
- **SEND:** Special Educational Needs or Disability
- **SENCo:** Special Educational Needs Co-ordinator in the school
- **Quality First Teaching (QFT):** is everything a school does to support a child to make expected progress, this includes personalising learning to meet individual needs through differentiated tasks, provision of support through modifying learning objectives, teaching styles, a variety of teaching strategies, access to resources and additional interventions.
- **TA:** Teaching Assistant
- **LA:** Local Authority
- **SEN Register:** The list of children who have SEND in a school
- **SEN support:** Children who are on the SEN register and don't have an EHCP
- **EHCP:** Education, Health and Care Plan for children with significant/complex needs
- **Differentiation:** A way to teach pupils with different learning styles, different abilities to absorb information and different ways of expressing what they have learned.
- **Intervention:** Targeted support to accelerate learning in a specific curriculum area or to develop a skill which may be delivered to individual children or small groups of children. These will last for a specified length of time.

- **Review meetings:** For children on the SEN register there will be x3 review meetings each year. At these meetings staff and parents will agree longer term outcomes (usually yearly outcomes) and the steps children need to take in order to achieve these.
- **Outcomes:** Longer term objectives that parents, staff and children are working towards.
- **Support Plan:** the steps that children need to take in order to achieve the longer term outcomes.
- **Code of Practice:** Details of legal requirements that schools must follow without exception.