

Aspire, Believe, Celebrate

Grangetown Primary School

SEN Parents Handbook

For more information please look at the school website

<http://www.grangetownprimary.eschools.co.uk/>



At Grangetown Primary School we are committed to providing all children with quality first teaching, appropriate to their individual needs. All children, whatever their ability, gender, ethnic origin, social background or disability, have access to a broad, balanced, relevant and differentiated curriculum. We recognise that pupils learn at different rates and that there are many factors that influence achievement and attainment. Many pupils, at some time in their school career, may experience difficulties which pose barriers to learning; these may be long or short term. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability. Our school sets high expectations of all of pupils in all areas of school life.

Inclusion at Grangetown Primary School aims to reduce educational failure and maximise potential for all children by supporting children's holistic development and helping to remove barriers to achievement. We will provide effective learning opportunities for all children based on their individual needs. We are proud to be an inclusive school, with the needs of pupils with a Special Educational Need/s and or disabilities being met within our mainstream setting wherever possible and within our Learning Support Base - The ARC.

Vulnerable Pupil Support Team

At Grangetown Primary School the needs of our pupils are monitored by a team of people:

Miss C Mott - SENDCO

Mrs L Ackerley - Pastoral Manager

Miss H Taylor - ARC Class Teacher

The role of the SEND Co-ordinator

The Special Educational Needs Co-ordinator for Grangetown Primary School is Miss C Mott, (SENDCO Award) and also a nominated teacher for Child Protection (CP), Looked After Children (LAC) and a member of the Senior Leadership Team (SLT).

The SENDCO will:

- Work in conjunction with staff to identify and monitor children who have SEN
- Attend termly meetings with each year group to review progress
- Oversee the SEN records of all children on the SEN register
- Arrange for assessment, where appropriate and ensure parents are informed
- Liaise with external agencies e.g. Educational Psychologist, Health and Social Services
- Work with Head Teacher, SLT and SEN Governor evaluating information and informing them of any issues

Special educational Needs (SEN)

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

Many children and young people will have SEN of some kind at some time during their education. Early years providers (for example, nurseries or childminders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all of their time in education and training.

If your child's first language is not English, does that mean they have a learning difficulty?

The law says that children and young people do not have learning difficulties just because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.

Children and young people with SEN may need extra help because of a range of needs including;

Communicating and interacting - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

Cognition and learning - for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

Social, emotional and mental health difficulties - for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

Sensory and/or physical needs - for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children and young people may have SEN that covers more than one of these areas.

Disabilities

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out

normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' - people also need to think in advance about what disabled children and young people might need.

Local Offer

Every local authority must identify education, health and social care services in their local area provided for children, young people and families who have SEN or disabilities and include them in an information directory called the Local Offer.

Our school has a local offer and this can be found on our website -

http://www.grangetownprimary.eschools.co.uk/website/local_offer/135495

SEN Support

Any support your child gets from Grangetown Primary should meet their needs. If your child has SEN, they will be able to access help - called SEN support - from nursery, school or the ARC. SEN support replaces school action/school action plus (in schools) and early years action/early years action plus (in early years settings).

SEN support is part of what is known as the 'graduated approach' and in general should work as follows;

- You may be contacted - by your child's teacher or SENCO if we think your child needs SEN support
- Or you can approach your child's class teacher if you think your child might have SEN. You will be involved and your views will be needed throughout the process, and you will be kept up to date with the progress made.

The four stages of SEN support are;

- **Assess:**
your child's difficulties must be assessed so that the right support can be provided. This will include, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records and other information. This will need to be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

- **Plan:**
all those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that we can check to see how well the support is working and whether the outcomes have been or are being achieved.
- **Do:**
we will then put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support will work closely to track your child's progress and check that the support is being effective.
- **Review:**
the support your child receives will be reviewed at the time agreed in the plan. We will then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

Education, Health & Care Plans

At Grangetown Primary we will often be able to meet the needs of children through SEN support. But sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to schools.

In these circumstances, you or Grangetown Primary could consider asking your local authority for an Education, Health and Care (EHC) needs assessment for your child. This assessment could lead to your child getting an EHC plan. Some children and young people will have needs that clearly require an EHC needs assessment and plan and once the local authority is aware of them it should start this process without delay.

An EHC plan brings your child's education, health and social care needs into a single, legal document. Your child must have special educational needs to be eligible for a plan.

This will all be discussed through the assess, plan, do & review cycle.

If you have any questions or concerns regarding your child please do not hesitate to contact school. Your Child's class teacher should be the first point of call to raise any concerns with in the first instance.