



Information about Special Educational Needs

For Parents & Carers

Our Academy SENCO:
Special Educational Needs Co-ordinator
Mrs Laura Coles

Email: info@pvpa.org.uk



Our Learning Mentor
Miss Michelle Wilson



If you would like any independent support or advice about any aspect of your child's Special Educational Needs please contact the Parent partnership service:

TEL: Helpline 0113 395 1200
General 0113 395 1222



A special educational need can be a number of different things. Many children will have special educational needs of some kind during their education. A few children will need extra help for some or all of their time in academy.

So special educational needs could mean that a child has:

- learning difficulties – in acquiring basic skills in academy
- emotional and behavioural difficulties – making friends or relating to adults or behaving properly in academy
- specific learning difficulty – with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing or visual impairment, which might affect them in academy
- communication problems – in expressing themselves or understanding what others are saying
- Medical or health conditions – which may slow down a child's progress and/or involves treatment that affects his or her education.

How do academies help children with Special Educational Needs?

Children make progress at different rates and have different ways in which they learn best. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First teaching and is something academies provide for all children. Children making slower progress or having particular difficulties in one area may be given extra help in the way of structured interventions and/or support by a Teaching Assistant/Learning Mentor to help them succeed.

Because of this, academies:

- Talk to parents/carers if they think their child has a special educational need and let them know what special help the academy is giving.
- Appoint a member of staff as the Special Educational Needs Co-ordinator (SENCO).
- Have a written Special Educational Needs policy – a copy should be made available for parents.
- Take account of the Special Educational Needs (SEN) Code of Practice. This is advice given to academies by the government which outlines what academies should do to support pupils with SEN and gives recommendations for good practice.

Class/Subject teacher is responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion Manager and SENCO know as necessary.
- Writing a Support Plan, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in the academy are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the academy's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

The role of the SENCO (Mrs Coles)

SENCO = Special Educational Needs Co-ordinator

The key responsibilities of the SENCO may include:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the academy's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in academy.
- Updating the academy's SEND register (a system for ensuring all the SEND needs of pupils in this academy are known) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the academy so they can help children with SEND in the academy achieve the best progress possible.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

Principal is responsible for:

- The day to day management of all aspects of the academy, this includes the support for children with SEND.
- Passing on the duties to the SENCO and the class teachers but they are still responsible for ensuring that your child's needs are met.
- Making sure that the Educational Advisory Board (EAB) is kept up to date about any issues in academy relating to SEND.

How are Special Educational Needs identified?

You may be the first to notice your child has difficulties but there are others who can help depending on the age of your child.

- If your child hasn't started at an early education setting or academy your first point of contact will probably be your health visitor or doctor.
- They can help, advise you of the next steps to take and put you in touch with other people such as speech and language therapists. Extra help can be offered at early education settings, through voluntary organisations or through a home visiting service, such as Portage. If your child's needs are severe or complex, your health visitor or doctor may approach the Children's Services Department SEN Service on your behalf.
- If your child is at an early education setting or academy, a member of staff will talk to you if they have concerns about your child's progress.

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.

Information about your child's targets and any extra support they receive at academy may be recorded on a support plan.

Children thought to have special educational needs will be placed on the academy's special educational needs register and receive one of two levels of support:

- SEN Support
- Specified Individual Support (Via an Education, Health and Care Plan (EHCP)).

The level of support received may change throughout their time at academy.



What is a Support Plan?

A Support Plan says what the academy, the class teacher plans to do to help your child learn. All teachers should be aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

A Support Plan will be written with your child and shared with you.

It includes:

- Short term targets for your child which are linked to their needs.
- Details of any extra support your child will get.
- Who will give your child help?
- How often your child will get help.



What does SEN Support look like?

These are some of the things you can expect from our academy:

- Your child's class teachers will be finding ways to support your child in class such as:
 1. Changing the way lessons are planned and delivered.
 2. Matching activities to the ability/need of your child (differentiation).
 3. Adapting learning materials to suit your child's needs.
- Small group support with Specific targets to help him/her to progress.
- The teacher will work in partnership with you and the SENCO to find ways to support your child with their needs.
- Academy staff should set targets for your child which will be shared with you, either during parents' Evening or a Review Meeting. They may record this on an Individual Education Plan.

For many children this action will be enough to support your child with any difficulties and will help them make progress.

Where your child may need more help, the academy and SENCO may suggest your child needs some extra support from a professional outside the academy.

These are some of the things you can expect from our academy:

- Teachers, teaching assistants and the SENCO will continue to work together to find ways to support your child in the academy.
- The academy should seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:
 1. Carry out further assessment of your child's needs.
 2. Provide advice to academy's on how to best support your child.
 3. Suggest resources that would help your child make progress.
- Your views will be important in planning for your child's education. Progress will be reviewed regularly either at Parents Evening's or during review meetings with the academy SENCO.

A very small number of children (about 2%) may need further support and the academy may suggest applying for a Statutory Assessment/Specified Individual Support.

What is a Statutory Assessment/Specified Individual Support?

If your child's needs are very complex and/or severe the academy may ask the Local Authority to carry out a Statutory Assessment.

- This is a very detailed assessment of your child's needs. Parents or carers, the academy 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 a Statement of Special Educational Needs or Education Health Care Plan (EHCP) 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 academy.
- Statutory Assessment is only appropriate for a small number of children. Your academy SENCO or the parent Partnership Service will be able to advise you about this.

What is a Statement of Special Education Needs or Education Health Care Plan?

If the Statutory Assessment shows that your child needs a Statement of Special Education Needs or Educational Health Care Plan, they will produce a detailed individual plan advising academies what they must do to support your child.

If your child has a statement of Special Educational Needs or Education Health Care Plan the academy 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 statement. This usually equates to additional support for at least 50% of the academy day and may be group or individual support (academies organise this in different ways according to the needs of your child)

We appreciate this is a very complicated process so please seek advice from your academy SENCO or your parent partnership service.

We hope this information has helped you understand how academies support children with Special Educational Needs.

If you would like to talk to someone about your child's needs please contact your class teacher, SENCO or Learning mentor.

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

