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Dear Parent or Carer

This booklet is designed to help you to become familiar with the special needs provision that is delivered at Spinfield School. This is in line with local authority and national statutory guidelines. We have different levels of SEN support at school and the appropriate action for your child will be determined based on their needs. We follow legislation from the Children & Families Act 2014 and the Code of Practice 2014.

We hope this booklet will help parents to understand the processes involved with the SEN arrangements in school and answer any queries you may have regarding the support that children with SEN may be given. Working in partnership is key to all aspects of a child's education. If you have any other questions about our SEN policies or about the provision your child is receiving, please contact us and we will clarify any details for you.

Yours sincerely

Miss Beth Denton
SENDCo



Spinfield School

SEN Booklet

For Parents and carers



Updated March 2021

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What is 'Special Educational Needs' (SEN)?

Special educational needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special needs provision may be required on a short or long term basis and may be provided by the class teacher, a learning support assistant or involve outside specialists. The School's policy on Special Educational Needs is based on the Code of Practice which is a statutory Document.

Broad areas of need

Communication and interaction

- **Speech, language and communication needs (SLCN)**
 - Difficulty saying what they want to, understanding what is being said or they do not understand or use social rules of communication.
- **Autistic Spectrum Condition**

Cognition and Learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
- **Specific learning difficulties (SpLD)**
 - SpLD affects one or more specific aspects of learning. This encompasses a range of conditions such as:
 - Dyslexia - difficulties with reading, writing and spelling.
 - Dyscalculia - difficulties with number-related concepts, perform accurate math calculations, reason and problem solve, and perform other basic math skills.
 - Dyspraxia - difficulties with fine and gross motor skills, motor planning, and coordination
 - Dysgraphia - difficulties with all aspects of the writing process, including spelling, legibility, word spacing and sizing, and expression.
- **Moderate learning difficulties (MLD)**
- **Severe learning difficulties (SLD)**
- **Profound and multiple learning difficulties (PMLD)**

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- **Attention deficit disorder (ADD)**
- **Attention deficit hyperactive disorder (ADHD)**
- **Attachment disorder**

Sensory and/or physical needs

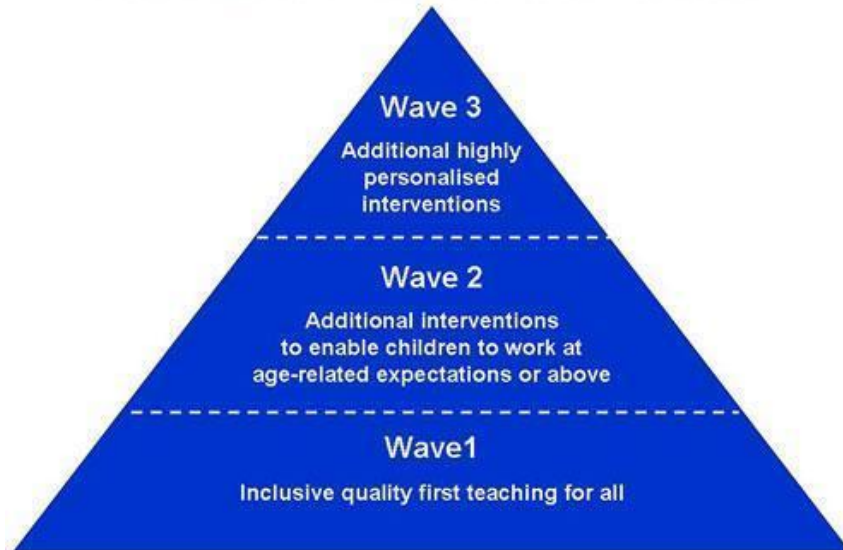
- **Vision Impairment (VI)**
- **Hearing Impairment (HI)**
- **Multi-Sensory Impairment (MSI)**
- **Physical Disabilities**

SEN Code of Conduct, 2015

How will the process of support begin?

Stages of SEN Support

Waves of Intervention Model



Identification and initial pathways of support:

Monitoring (Wave 1) behind expected levels

When a child is identified as not making expected progress or is identified with having difficulties in communication and language, physical development and personal, social and emotional development this may indicate that they have special educational needs. The class teacher will speak with the SENCO and parents/carers to discuss the options of support available. School will always involve parents and parental consent must be obtained before any extra support is given.

The SEND Code of Practice states:

“Decisions about provision for children and young people with SEN or disabilities should be made jointly by providers, parents, and children and young people themselves, taking a person-centred approach, with the views of children, young people and parents taken into account when those decisions are made”. (11.1)

Schools have a duty of care to highlight any concerns they have surrounding your child and parents have the right to a part of decision making. However, not accepting or refusing to engage with additional support could be considered a safeguarding concern.

Parents may also have concerns about their child's progress and are welcome to arrange a meeting with their child's class teacher to discuss this. Teachers may suggest monitoring the child's progress which will involve the some or all of following actions:

- Quality first teaching
 - Quality First Teaching (QFT) is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. QFT includes differentiated learning strategies to support SEN pupils' learning in class, on-going formative assessment.
- Monitoring work produced in class
- Providing additional resources to help your child to access the curriculum
- Providing additional or different tasks for your child to work on at home
- Providing small group support in class on a regular basis
- Suggesting outside agencies who might be able to help
- Strategies outlined in Ordinarily Available Provision
 - https://search3.openobjects.com/mediamanager/buckinghamshire/fsd/docs/bucks_ordinarily_available_provision_and_equipment_combined_final_bc_270220_pdfa.pdf

Progress will be monitored and reviewed for one academic term. If there is evidence of little progress then support will go to the next stage. If your child makes good progress as a result of the actions that have been put in place, we would consider reducing or stopping the actions.

SEN support in school is based on 4 types of action –**plan, assess, do, review**.

SEN Support (Waves 2)

If at the SEN Support stage your child's teacher will plan for ways to support your child in class, in small groups or on a 1 to 1 basis. These actions will be devised in consultation with the SENCO. You will be invited to attend a meeting to discuss your child's difficulties; the class teacher and SENCO will write a SEN Support Plan and you will receive a copy of the SEN Support Plan that will be put in place.

What is an SEN Support Plan?

A SEN Support plan sets small achievable steps to build your child's confidence and help them to target areas of slow progress. This work is done in the classroom by supporting in class, working in small groups or your child may be withdrawn to work 1:1 with an adult on specific targets. Most children with SEN will be on this stage of the SEN register and many will move off the register from this stage, when they have met their targets. An SEN Support plan is designed to be a tool to support the child until they no longer require extra interventions.

What support does SEN Support involve?

The amount of support that would be offered to a child who is on SEN Support is dependent on the type of support that is deemed suitable in order to help the child progress. An initial screening tool would be used to have a clear idea of an individual picture of your child's particular area/s of need. From this we will then look at these in more detail and identify what strategies would be effective to support your child. Up to 13.5 hours of support could be provided to a child under SEN Support but most children would not need this level of support. We aim to integrate children for as much of the school day as possible. Support is often given in the form of small group work, support within the classroom in lessons, differentiation in lessons and extra support in other sessions, for example for reading or booster work. If the child has specific targets which require more individual support, they may be given 1:1 support in order to achieve these targets.

The SEN Support plan will be reviewed and updated in the Autumn, Spring and Summer terms.

A meeting will be arranged between you and the class teacher in order to review the SEN Support plan and amend any targets for the next term. At the end of the year, you will be invited to meet with your class teacher to review the year and the final SEN Support plan before your child moves up to their new year group.

If your child is on the SEN support these are some of the things you can expect from our *school*:

Your child's class / subject teachers will be finding ways to support them in class such as:

- ❖ Small group support
- ❖ 1:1 support
- ❖ Research based interventions
- ❖ The teacher will work in partnership with you and the SENCO to find ways to support your child with their needs, including giving parents ideas on how they can help their child at home
- ❖ Consideration of your views is always important in planning for your child's education. School staff will set targets for your child which will be shared with you during a review meeting. This will be recorded on an SEN Support Plan

After three cycles of assess, plan, do, review - roughly three terms, (unless there is a significant need to shorten the cycles i.e. medical conditions,) we might look to seek specialist advice and support from external services if your child is not making progress against their targets and if their general standard of work and progress is not improving. This could mean that an educational psychologist or other specialists may carry out

assessments, or that a specialist teacher would come into school to complete an observation within the classroom, and or carry out some diagnostic tests. From these assessments, the specialist will advise the school on additional strategies to help your child progress.

When recommendations are given from outside agencies that the school has sought advice from, we will endeavour to implement as many of the recommendations as possible. These may not happen all at once, so they may not all be on your child's SEN support plan.

Statutory Assessment – EHCP (Wave 3)

If your child's needs are complex and/or severe the school may ask the Local Authority to conduct a Statutory Assessment. This is a very detailed assessment of your child's needs.

You, the school and any professionals involved with supporting your child will all be asked to provide written reports. The Local Authority (LA) will then decide at a panel meeting whether the reports indicate a requirement for an Educational Health Care Needs Assessment (EHCNA). As a parent you also have the right to ask the Local Authority to carry out this assessment.

EHCNA is only appropriate for a small number of children. An EHCP is usually granted when there is sufficient evidence to prove that the interventions that have been delivered within school have not been successful in helping your child to progress. The EHCP may trigger extra funding for the school for your child from the LA in order to provide more classroom support time, to enable the purchasing of resources or additional support from outside specialists.

Children who have an EHCP will have a MAPP (Multi-Agency Provision Plan) that will record the child's targets for the term. This is similar to a SEN Support Plan but in addition to school targets, all other agencies involved in supporting your child will also record their targets on this document. This provision is reviewed three times a year and an annual review. MAPP reviews will involve a meeting between the class teacher, you and potentially some of the specialists involved with your child (if they are available). Invitations for annual reviews will be sent to all staff involved with your child and each specialist also writes a full report detailing the progress your child has made towards targets and the level of support they have given, along with any recommendations for future planning.

Children with EHCPs will have support provided in a variety of ways. Most support will involve group work where possible and children will be kept within the classroom for as much of their support time as possible. Most EHCPs always state the following quote as a recommendation for how the hours are to be used:

“Support is to be used flexibly (individually, in small groups and in the classrooms, as appropriate) to deliver the programmes of study and support arrangements and approaches set out in the statement. The support must not be duly intrusive and must not

result in over reliance. They will be encouraged to work increasingly independently/ as independently as possible.”

1:1 support may be provided if there are specific targets for that child that cannot be met through provision involving groups, but this is kept to a minimum, based on your child’s needs.

Time Scales - Summary:

After your child’s progress has been monitored for 1 school term, the following actions will take place, within these timescales:

Action	Time Scale	Follow up
Meeting to review progress	One school term from initial meeting (Wave 1)	Child does not need further support - case closed
Meeting to review progress	One school term from initial meeting (Wave 1 and 2)	Teacher and parent/carer agree that the child does need further support. SEN support plan devised for the child. The necessary forms will be sent to you to complete
Support plan devised, shared with and agreed with parents/carers	Three weeks (Wave 2)	Once the SENDCo has received the required paperwork the SEN Support Plan will be written and shared with you and your child’s class teacher within three weeks.
Review of support plan	Reviews will take place once every school term (Wave 2)	After reviews any amendments changed to the review will be sent to you.
Outside agencies involved	Three full cycles of assessment, plan, do review - approx 1 school year (Wave 2)	If after the third cycle of assessment, plan, do, reviews the child is not making better progress or catching up, outside agencies will be involved.
Put recommendations from outside agencies in place	Three weeks	Once the SENDCo has received the report from the outside agency, your child’s SEN Support Plan will be updated with the recommendations from outside agencies.
Consider applying for a EHCNA - Educational Health	3 full cycles of assessment, plan, do,	EHCNA applications will only be made once the SEN Support Plan

Care Need Assessments	review - approx 1 academic year (Wave 3)	has been reviewed three times. The support plan will need to provide over 13.5 hours of support before an application can be made. Applications for EHCNA are only in exceptional circumstances and substantial evidence will need to be collated prior to the application.
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What is the Local Offer?

The Children and Families Act 2014, says that every local council in England must set down in one place what help there is in their area for children and young people with special educational needs or who have a disability. The Local Offer should allow every family to be able to find information on services available for children & young people with Special Education Needs and/or Disability (SEND). This is for everyone to read, and is called the Local Offer. The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about provision available and;
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents, carers and service providers in its development and review.

You can search the local offer in Buckinghamshire by visiting:

<http://www.bucksfamilyinfo.org>

Who is the Special Needs Coordinator?

Your Special Needs Co-ordinator (SENCO) is Miss Beth Denton

What does the SENCO do?

The SENCO's job is to ensure that every child on the Special Needs register is getting the best provision available so that they can achieve their full potential.

This is done by:

- ❖ Being available to discuss with you and your children any concerns or worries as well as celebrating success!
- ❖ Arranging support for the children with special needs, in terms of learning support assistants and outside agency support.

- ❖ Liaising with outside agencies: educational psychologists, speech and language therapists, specialist teachers, occupational therapists and other support agencies.
- ❖ Working with class teachers to agree and monitor targets for the SEN support plan as well as providing resources and strategies, which may help them to support your child in the classroom.
- ❖ When possible, assessing, observing or supporting individual children.

Communication with parents

Parents of children who are on the SEN register (on SEN Support or children with an EHCP) will have a termly meeting with the class teacher to discuss the targets of the SEN Support Plan or MAPP and work together to form new targets for the next term. Children with EHCPs will have an annual review as well as MAPP meetings (which will be sent home) that are constructed by staff & other professionals.

Children with EHCPs will have a home-school book to enable both staff and parents to send any messages home with important updates or feedback throughout the week. In addition to this, you are welcome to have a weekly meeting with the teaching assistant who works with your child in order to have an update on their child's work.

This appointment would take place on a weekday morning at 9am on a day that is suitable for you and the teaching assistant involved. The appointment would be for up to twenty minutes and would form part of your child's hours of provision from their statement. This meeting is optional and if you do not choose to arrange a weekly meeting, you can use the home-school book to communicate regularly if you wish to.

As a school we aim to support all of our children in order for them to feel recognised for their successes, regardless of how small the steps may be. We are great believers in celebrating success and all of our staff work together to help our children build their confidence and feel proud of their progress.

Advice for Parents

Parents can seek further advice and support from Bucks SEND IAS on any aspects of Special needs or disability in Bucks.

It is a free service, it is confidential, impartial and at arm's length from Buckinghamshire County Council. They can offer accurate and up to date resources and information about the law on special educational needs and disability. This covers:

- Education, health and social care
- National and local policy

- The Local Offer
- Your rights and choices
- Your opportunities to participate
- Where you can find help and advice
- How you can access this support

<http://www.buckscc.gov.uk/education/bucks-send-ias/>

Or you can contact: Tel: 01296 383754

sendias@buckscc.gov.uk

Useful SEN Acronyms

SalT – Speech & Language Therapy

EPS – Educational Psychology Service

OT – Occupational Therapy

STS – Specialist Teaching Service

SpLD – Specific Learning Difficulty

ASD – Autistic Spectrum Disorder

EBSL – Emotional, Social & Behavioural Difficulties

PD – Physical Difficulty

HI – Hearing Impairment

VI – Visual Impairment

ADHD – Attention Deficit Hyperactivity Disorder

SLD – Severe Learning Difficulties

SAS – Standardised Assessment Scores

EAL – English as an Additional Language

LDD – Learning Difficulties & Disabilities

CoP – Code of Practice

MAPP – Multi-Agency Provision Program