



Special Educational Needs and Disability -What next?

Children have special educational needs (SEND) if they have a difficulty which calls for special educational provision to be made for them. They may find it harder to learn than the majority of children of the same age, or they may have a disability which prevents or hinders them from making use of the education provided for other children. Special educational needs could mean that a child has difficulties with one or more of the following areas:

- Cognition and Learning
- Speech, Language, Communication and interaction
- Social, Emotional and Mental Health
- Sensory
- Medical & Physical

At Gretton we track the progress of all pupils within and across year groups, using assessment data and more informal observations by the teacher. If a teacher has a concern about the progress a pupil is making, they will discuss the areas causing concern with the SENCO, referring to the SEN Code of Practice and the Gloucestershire Guidance for Education and SEND Professionals booklet. A decision will then be made about whether or not to place the child on the SEN register. Concerns will be discussed with parents and, if agreed, the child would usually be placed at the first stage on the register, called 'SEN support'.

What is a 'Special Educational Needs Co-ordinator (SENCO)'?

We have a member of staff appointed as the Special Educational Needs Co-ordinator (SENCO). The SENCO is responsible for co-ordinating SEN within the school. Our current SENCO is Mrs Jackson.

What is 'Intervention'?

Our SEND provision may include extra support and individual work tasks within the classroom. It may also include up to four withdrawal sessions a week (intervention) with a teacher or teaching assistant, depending on your child's needs. These slots will last between 15 and 50 minutes and will take place in such a way that your child will not miss any specific teaching time from numeracy or literacy sessions.

What is a 'My Plan'?

Your child's My Plan outlines short-term, achievable targets which have been set for them in order to help them to make progress. The provision to be put in place and the teaching

strategies to be used, are described as well as ideas for how you can help your child at home. We invite you as parents to outline the contribution that you could make to the programme at an SEN review meeting. There is also a section on the My Plan where you and your child can record your thoughts on the targets and make notes about progress towards the goals.

What is an 'SEN Review Meeting'?

Your child's My Plan is a working document, which is monitored by the class teacher as part of their normal planning and assessment. More formal reviews are held every October/November, February/March and July. These review meetings can involve you, your child and the class teacher at the SEN support level of intervention. Beyond this level representatives from external agencies may also be present if they are available. Your child's views will also form part of the review document and the new My Plan. Our SENCO will write to you in advance to invite you to an SEN review meeting.

At the end of the school year your child's class teacher will write an annual report which reviews the individual progress made by your child. You will be invited to school to discuss this report if you so wish.

What is a My Plan +?

Creating a My Plan+ may be necessary when a child's additional needs require assessment and intervention from different agencies such as education, health and social care. The + denotes that there is an assessment attached to the plan as the child/young person and/or their family have needs which require a deeper understanding before a plan can be completed. A 'my assessment' often involves the support of an Early Help Co-ordinator. The new 'Graduated Early Help Pathway' builds on the positives of the Common Assessment Framework and SEND Graduated Pathway to develop one, holistic pathway of early help and support.

Conducting a 'my assessment' gives everybody involved (sometimes called a Team Around the Child or TAC) to air their views and express their hopes for the future. The child and their family also contribute to the 'my assessment' by telling their 'story' and providing a background to the need for support. The team around the child look at the support and help already in place for a child and explore what is available through the Local Offer. The plan is then agreed and as with My Plan, My Plan+ uses regular reviews to show what is working / not working towards the outcomes to be achieved.

The different professionals involved in a My Plan + might include;

- Educational Psychologists
- GPs
- Paediatricians
- Social Workers
- Teachers
- Early Help co-ordinator

What is an EHC Plan?

If a My Plan + hasn't enabled a child to meet the agreed educational outcomes, the team around a child (TAC) may make a request for an Education, Health and Care (EHC) assessment. This detailed assessment is carried out by the Local Authority (LA). Reports about the child will be provided by a number of people. These will include parents, teachers, an educational psychologist and others who work with or support the child. This assessment will identify a child's needs and any special help they may receive. At the end of it the LA will decide whether to issue the child with an EHC Plan (formally known as a Statement of Special Educational Needs). Please see the leaflets on the SENDIASS Gloucestershire website for more information on EHC Plans.

What are 'Specific Learning Difficulties (SpLD)'?

'Specific Learning Difficulty' is a term used to denote unevenness in a child's ability to learn. Some types of learning, and tasks, may be easy, while others can be extremely difficult. Specific Learning Difficulties are likely to be identified after examination by an educational psychologist or occupational, physio - or speech and language therapist. Conditions such as Dyslexia, Dyspraxia, Autism and Asperger's Syndrome may be categorised under the term 'SpLD'.

Tests conducted in school by a teacher can flag the probability of a pupil having SpLD for further investigation. Specialists such as educational psychologists can provide more diagnostic assessments if necessary. You can opt for a private assessment with a Chartered Educational Psychologist specialising in specific learning difficulties. Your GP may also be able to refer your child to a specialist who is able to make a more formal diagnosis. At Gretton we can provide a number of effective interventions to adequately support pupils with SpLD.

What happens when my child moves class or schools?

At the end of each school year teachers and teaching assistants will meet to discuss the transition of all pupils with SEN. A copy of your child's July My Plan will be passed on to the next teacher who will work with them on the agreed targets until they are reviewed in the Autumn term. Teachers will also discuss useful strategies and pass on relevant assessment data. If your child is moving to a new school, relevant documents such as reports and My Plans will be forwarded.

The SENCO, class and head teacher will liaise with relevant staff in secondary settings, completing references, individual reports and in most cases attending a meeting to ensure a smooth transition for your child. Many children are offered the opportunity to meet a member of staff prior to their induction to secondary to discuss any queries and concerns that they may have.

Where can I go for Support?

SENDIASS Gloucestershire provides information, advice and relating to children and young people with special educational



support on matters needs and

disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

SENDIASS provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education.

www.sendiassglos.org.uk Freephone: 0800 158 3603 Direct Line: 01452 389344/5

Gretton Parent Advocate

At Gretton we have an SEN parent advocate - Alison Silver. As well as being a parent of a child with special educational needs, Alison is also familiar with the procedures and terminology surrounding SEN and she is keen to share her knowledge. She is happy to talk informally to parents with children on the SEN register, and has found discussion with others in a similar position to be a really valuable experience. Please see Mrs Jackson if you wish to be put in touch.

SEN Governor

Our SEN Governor is Alicia Amos.