

*Special  
Educational Needs  
and Disability*



*A Handbook for  
Parents and Carers*

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## **Our School Vision**

**We believe that all children are a gift from God. That they are all special and should be allowed to develop and grow in a nurturing environment, secure in the knowledge that they are cherished.**

**That all children will leave the school with special memories and having achieved personal success, whilst being equipped to take their next steps in the journey of life.**

**With our vision in mind, we celebrate the diversity that is pre-**

## Introduction

This guide aims to help you understand:

- what special educational needs are;
- what you can do if you are worried that your child may be having difficulties at, or before they go to school;
- how you can help your child;
- what school can do to help your child;
- what local authorities and other services can do to help your child; and
- your rights and your child's rights.

### People in School to ask for help:

- Mrs Farrell: Headteacher
- Mrs Millsop Deputy Headteacher and Special Educational Needs Coordinator (SENCO)
- Ms Mace: Special Educational Needs Coordinator (SENCO)
- Your child's class teacher

## Basic principles

The basic points you need to keep in mind as you read this guide are:

- all children with special educational needs should have their needs met;
- the special educational needs of children are normally met in mainstream schools;
- your views should be taken into account and the wishes of your child should be listened to;
- you have a vital role in supporting your child's education;
- children with special educational needs should get a broad, well-balanced and relevant education, including the Early Years Foundation Stage curriculum (for children aged 3 to 5) or the National Curriculum (for children aged 5 to 16).

**You will be consulted about all the decisions that affect your child.**

If you have concerns or worries at any time, you should share them with your child's teacher, Mrs Farrell, Mrs Millsop or Ms Mace.

## Special Educational Needs– what does it mean?

The term ‘special educational needs’ has a legal definition. ‘Children with **special educational needs** all have **learning difficulties** or **disabilities** that make it harder for them to learn than most children of the same age.’

These children *may* need *extra* or *different help* from that given to other children of the same age.



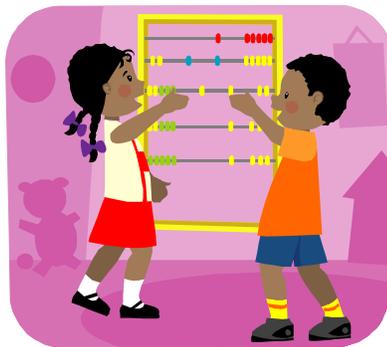
Children with special educational needs may need extra help because of a range of needs, such as:

- thinking and understanding,
- physical or sensory difficulties,
- emotional and social difficulties
- difficulties with speech and language
- how they relate to and behave with other people.

Many children will have special educational needs of some kind at some time during their education. Our school can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school. <sup>5</sup>

Things to look out for as a sign of Special Educational Needs:

- all of the work in school;
- reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- making friends or relating to adults;
- behaving appropriately in school;
- organising themselves;
- some kind of sensory or physical needs which may affect them in school.

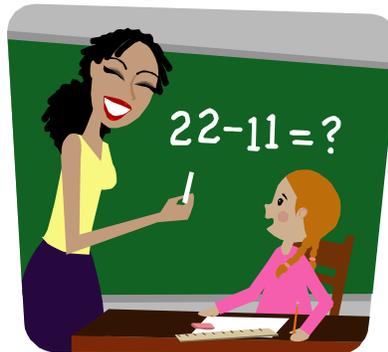


Help for children with special educational needs will usually be in school, sometimes with the help of outside specialists; for example the Speech and Language Therapist.

The Early Years Foundation Stage Curriculum (EYFS) for children from birth to 5 years outlines what most children should be able to do by the end

The National Curriculum for children from 5 to 16 years also sets out what most children will learn at each stage of their education.

Children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the resources they give to each child and the way they teach. So, all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.



Children making slower progress or having particular difficulties in one area may be given extra help or different teaching and learning to help them succeed. Therefore, it may not necessarily be that because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child

## What is an IEP?

Once children have been identified as having a need, an IEP (Individual Education Plan) is drawn up by the class teacher, child and parents. It outlines approximately 3 achievable targets for the child, parents and school to work on.

It will show what the child needs to do, the extra support school is giving and how home can help. It takes into account advice by any other professionals, if they have been involved too. The IEP is reviewed before the next one is written. IEPs are written in October, February and June and more frequently if required.

The next two pages sets out how needs are identified and addressed. Below is some helpful informa-

### **JARGON BUSTER**

**EHCP (Education Health and Care Plan):** See page 11

**EHR (Early Help Record):** It is used to record a broad picture of a child's life and their development to date. It is a written document which enables parents to outline their view of a child's strengths and the concerns they may have. It records all the professionals who have been involved with the child.

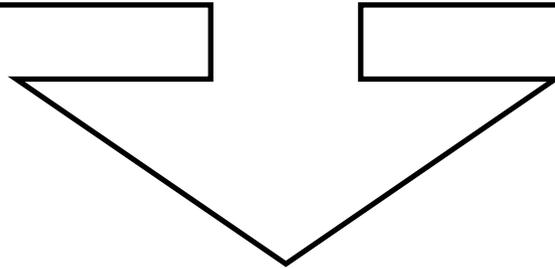
**TAC (Team around the child):** These are meetings are for parents and all professionals involved with a child. Successes and challenges are shared and actions drawn up for all participants. Regular review meetings are held to evaluate the success of actions and new actions are agreed. Sometimes TACs become TAFs (Team around the family) when it would benefit all the

## How Special Educational Needs are identified, met and monitored through a graduated approach in school

### **All pupils:**

Receive high quality first teaching. High quality first teaching has the greatest impact on the achievement and progress of all pupils regardless of SEN. A reasonable level of differentiation is incorporated too. This may be adult support, outcome modification or resource support, as decided by the teacher to best meet the needs of the children.

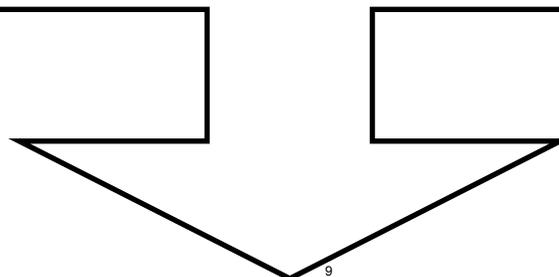
Monitoring of all pupils' learning is carried out through regular progress meetings with Staff, learning walks (opportunities for staff to observe a particular aspect of teaching and learning across the school) and focussed lesson observations by SLT and SENCOs.



### **Some pupils:**

Receive high quality first teaching but do not make the progress expected even with reasonable differentiation and support. Further information is gathered and shared with parents. Pupils' needs are shared with the SENCO and a collaborative approach is taken between Parents, Class teacher and SENCO to devise specific, measurable targets which are written and actions carried out. These are then monitored for their impact and the progress discussed with parents. Currently Support targets and actions are recorded on an IEP. These are reviewed and redrafted at least three times a year, usually at the end of term1, term3 and term5 but these timings may be applied differently.

The Key Stage SENCO may feel that it is necessary to complete an EARLY HELP RECORD to capture a holistic history and picture of the child and their circumstance. This is completed with the parents and carers. From that record a TAC is convened to support all aspects of the child's development not just their in school educational development. This may be completed at any part of the process.

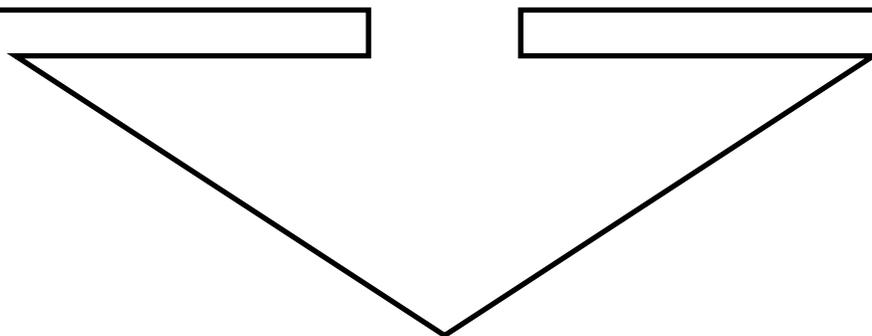


### **A few pupils:**

Continue to receive high-quality first teaching as described above. They may present with a range of needs and the cycle of in-school interventions does not have impact on their progress. The school, with agreement and consultation from parents, will seek advice from outside agencies to firstly help the school accurately define the most significant barriers to learning and secondly to devise the most effective targets and strategies for meeting the needs the pupil presents.

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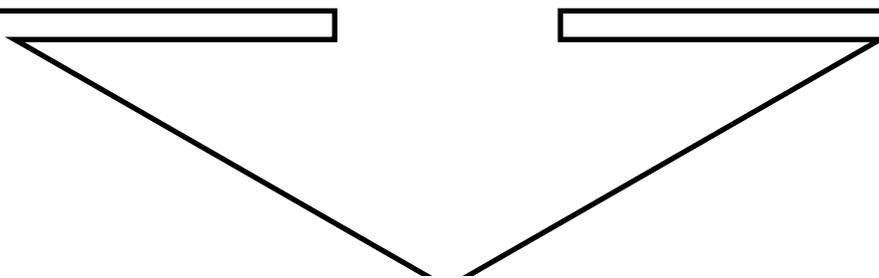
The same plan-do-review cycle may be carried out and then it may be decided that the level of need is high enough to meet the requirements



### **A few pupils have Educational, Health and Care Plans or Statements:**

They receive high quality first teaching as described above. They may present with a range of needs and the cycle of in-school interventions as described for some pupils, does not have impact on their progress. The school, with agreement and consultation from parents, will continue to seek advice from outside agencies to help the school accurately define the most significant barriers to learning and secondly, to devise the most effective targets and strategies for meeting the needs the pupil presents. The specific targets will be reviewed at **Annual Review Meetings**.

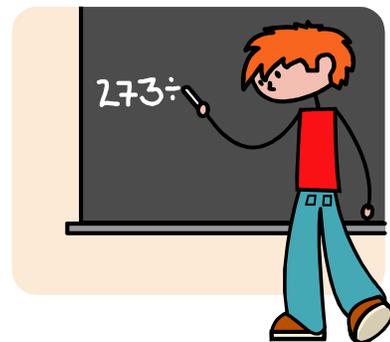
The Key Stage SENCO continues to update the EARLY HELP RECORD and convene TACs as necessary. The SENCO will also hold annual reviews for pupils from Year 1-Year 6 and 6 monthly reviews for



## What is an EHCP? - Statutory Assessment leading to an Education, Health and Care Plan

This is a detailed investigation to find out exactly what your child's special educational needs are and what special help your child needs. A statutory assessment is only necessary if school cannot provide all the help that your child needs.

When you or school ask the LA to carry out a statutory assessment, the LA normally have six weeks to decide whether to do so. They will consider very carefully your child's progress at school and the guidance in the SEN Code of Practice. They will also listen to your views and to the views of school about your child's special educational needs. School will tell the LA about any special help they have already given to your child. There is a detailed form to submit which school will go through with you.



## **Services and Professionals who work with School**

**These include:**

- Educational Psychologist
- Assisted Technology Advisory Teacher
- Speech and Language Therapists
- Primary Behaviour Support team
- Specific Learning Difficulties teacher
- Physical Impairment teacher
- Social and Communications difficulties support worker
- School Nurse (Reception to Year Six)
- Health Visitor (Nursery)
- Parent Support Advisor
- Children and Adolescent Mental Health Service (CAMHS)

We can access a wide range of professionals, colleagues and guidelines to support us in our work to meet the needs of the children in our school. Permission is always sought if we wish these colleagues to work with your child.

**You should always ask for advice without delay.**

## Useful Contacts

SENDIASS 01793466515  
http://swindonparentpartnershipservice.moonfruit.com/

This service supports parents so that they feel confident about what is being discussed in relation to SEN.

SENDIASS can attend meetings if required.

School 01793 727624  
[www.stfrancis.swindon.sch.uk](http://www.stfrancis.swindon.sch.uk)

Swindon Local Authority 01793463000  
[www.swindon.gov.uk](http://www.swindon.gov.uk)

British Dyslexia Association 0845 2519003  
[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Council for Disabled Children 020 78436000  
[www.ncb.org.uk](http://www.ncb.org.uk)

National Autistic Society 0845 070 4004  
[www.nas.org.uk](http://www.nas.org.uk)

National Association of Special Educational Needs 01827 311 500  
[www.nasen.org.uk](http://www.nasen.org.uk)

## **What can you do if you are worried that your child may be having difficulties?**

It is best to start with your child's teacher or the SENCO. You will be able to talk over your concerns and find out what school thinks. The SENCO will be able to explain what happens next.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

### **You know your child better than anyone.**

You might like to ask if:

- the school thinks your child has difficulties;
  - the school thinks your child has special educational needs;
  - your child is able to work at the same level as other children of a similar age;
  - your child is already getting some extra help;
- and
- you can help your child.

## What do all the acronyms mean?

CT	Class teacher
TA	Teaching Assistant/ Support Staff
SENCO	Special Educational Needs Coordinator
IEP	Individual Education Plan
EHCP	Education, Health and Care Plan
EHR	Early Help Record
LA	Local Authority (Swindon Borough Council)
SEND	Special Education Needs and Disability
SLT	School Leadership Team
TAC/TAF	Team around the child/ Team around the
the	Family



*This hand book has been developed in partnership with staff  
and parents.  
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