What do I do if I'm **Guide for parent/carers on Special Educational** concerned about my Needs and Disability (SEND) support in school child's learning? If your child has Following the Specific strategies and responded to the additional provision may intervention, a meeting Make an appointment to additional provision put in The class teacher will give be put in place and your involving parent/carers a clear picture of your child meet with and talk to your place, then your child will child may be part of an will be arranged to in school and will discuss child's class teacher to continue to receive intervention/booster catch monitor and evaluate the discuss concerns. possible next steps. 'quality first teaching' and up group to support impact of the strategies be monitored to ensure his/her needs. put in place. progress is maintained. If the impact of strategies put If progress is not as expected, the class teacher may If progress is significant in place is minimal, your child The cycle of 'Assess, your child will no longer may be placed on the SEN begin to involve the Special Educational Needs Plan, Do, Review' will Coordinator (SENCO) in developing support and be on the SEN register. register and additional SEN continue to support your provision for your child. The graduated approach cycle You can ask for SEN support will be given. SEN child's needs and will be of 'Assess, Plan, Do, Review' will begin in supporting Support Plans will be shared help again at any point if reviewed. your child's needs (see below). you think it is needed. with parents/carers showing support in place. The graduated approach SEN support is implemented and regularly reviewed using the 'graduated If there is little or no Special Educational Needs approach', outlined below. If your child's needs and Disabilities (SEND) is impact after a number of **Assess**: the class teacher and SENCO clearly analyse a pupil's needs continue to be a defined as any education cycles and with the before identifying them as needing SEN support. Plan: the class teacher and SENCO agree the support to be put in place. or training provision which significant concern a strategies in place, a Parents are notified and consulted. is additional to or different request for an EHCP referral to external Do: the class teacher remains responsible for working with the pupil on a from that generally made agencies may be required (Educational Health daily basis. Pupils may also receive additional interventions outside the Care Plan) will be made and a Request for main curriculum, but the focus should be on integrating all pupils and for others in mainstream

to the Local Authority.

Involvement submitted

with your consent.

schools.

continuing to use high-quality, differentiated teaching.

support regularly and agree any changes where needed.

Review: the class teacher and SENCO will review the effectiveness of the