

Guide for parent/carers on Special Educational Needs and Disability (SEND) support in school

What do I do if I'm concerned about my child's learning?

Make an appointment to meet with and talk to your child's class teacher to discuss concerns.

The class teacher will give a clear picture of your child in school and will discuss possible next steps.

Specific strategies and additional provision may be put in place and your child may be part of an intervention/booster catch up group to support his/her needs.

Following the intervention, a meeting involving parent/carers will be arranged to monitor and evaluate the impact of the strategies put in place.

If your child has responded to the additional provision put in place, then your child will continue to receive 'quality first teaching' and be monitored to ensure progress is maintained.

If progress is significant your child will no longer be on the SEN register. You can ask for SEN help again at any point if you think it is needed.

The cycle of 'Assess, Plan, Do, Review' will continue to support your child's needs and will be reviewed every 6-8 weeks as appropriate.

If the impact of strategies put in place is minimal, your child may be placed on the SEN register and additional SEN support will be given. Individual Plans will be shared with parents/carers showing support in place.

If progress is not as expected, the class teacher may begin to involve the Special Educational Needs Coordinator (SENCO) in developing support and provision for your child. The graduated approach cycle of 'Assess, Plan, Do, Review' will begin in supporting your child's needs (see below).

Special Educational Needs and Disabilities (SEND) is defined as any education or training provision which is additional to or different from that generally made for others in mainstream schools.

If there is little or no impact with the strategies in place, a referral to external agencies may be required and a Request for Involvement submitted with your consent.

If your child's needs continue to be a significant concern a request for an EHCP (Educational Health Care Plan) will be made to the Local Authority.

The graduated approach

SEN support is implemented and regularly reviewed using the 'graduated approach', outlined below.

Assess: the class teacher and SENCO clearly analyse a pupil's needs before identifying them as needing SEN support.

Plan: the class teacher and SENCO agree the support to be put in place. Parents are notified and consulted.

Do: the class teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.

Review: the class teacher and SENCO will review the effectiveness of the support regularly and agree any changes where needed.