



Special Educational Needs and/or Disabilities at Lickey End First School

At Lickey End it is our philosophy to develop and maximise the potential of every child. Our general principles are:

- ☐ To ensure that we meet the Special Educational Needs of every child and that they have access to a broad, balanced education.
- ☐ Early identification and monitoring of pupils with Special Educational Needs and Disabilities (SEND).
- ☐ Parents have an extremely important role to play in their child's education and their views should also be sought along with their child's.

Definition of Special Educational Needs and Disabilities

Children are identified as SEND if they have a learning difficulty, which needs special provision made for them. This will be if the child:

- ☐ Has a disability that hinders them from making use of the educational facilities that are generally provided for the children of their age in schools within the Local Authority.
- ☐ Has significant difficulty learning in the way the majority of their peers are learning.

All areas of Special Need are classified under the following categories, set out in the SEND Code of Practice (2015):

- ☐ **Communication and Interaction** (Speech and Language difficulties, Autistic Spectrum Disorders)
- ☐ **Cognition and Learning** (General or specific learning difficulties)
- ☐ **Social, emotional and mental health** (Depression, Attachment disorders etc)
- ☐ **Sensory and/or physical** (Visual Impairments, Hearing Impairments, Physical Impairments, physical and medical disabilities)

Implementation of the SEND Code of Practice

Consistent assessment through a range of methods allows Teachers and the SENDCo to identify the needs of pupils. Pupils are placed on the SEND Register when, after a differentiated curriculum, they continue to show a lack of progress and require provision that is additional or different to their peers.

In 2014, the SEND Code of Practice devised a new model of action and intervention in schools to support children identified as having Special Educational Needs. This is referred to as 'The Graduated Approach'. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined

and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

At Lickey End, we have an initial Cause for Concern stage. Pupils may be moved from one consecutive stage of action to another as deemed appropriate by the Special Needs Coordinator (SENDCo) and Class Teacher. Pupils are initially placed on the Cause for Concern when Teachers have flagged up a lack of progress or specific social and emotional difficulties. The Class teacher will then register the concern with the SENCo who will place them on the Cause for Concern register. Parents will be informed and consulted at all stages of action.

If a pupil is identified as a Cause for Concern the Class Teacher who, from ongoing observation and monitoring will have highlighted a particular area of concern that does not yet warrant the provision of a SEND pupil but does need some support to make progress. The Class Teacher will record their concerns and set targets for them using an Individual Provision Map (IPM) which will be shared with parents.

The staff at school think my child has Special Educational Needs. What happens now?

The SENCo at school will collect information about your child from all of the staff who are involved with your child and we will ask for your views and concerns. Parents play a vital role and we are proud to work actively with you to keep you regularly informed of any support your child receives and the targets that they have subsequently met.

If it is decided that your child needs additional support, the Class Teacher will arrange a meeting with the SENCo to discuss and arrange this. This is now known as **SEN Support** which means that work is being done within school to help meet the Special Educational Needs that your child has.

What difference will this make to the work my child does in school?

The curriculum within the class may be differentiated at a further level in order to reflect the additional support your child will need. Details of this should be included in your child's Individual Provision Map (IPM). Your child's Class Teacher will provide a teaching programme that is additional to or different from the usual curriculum. It is likely your child will take part in intervention which aims to work on targets to close the gap between them and their peers.

Does this mean my child will not do the same things as their peers?

No, your child will still be part of their class but they will receive additional support that is different from the majority of their class. This support will be planned carefully and will aim to target specific areas to meet your child's needs.

My child's teacher says my child has/ is going to have an IPM. What is this?

An Individual Provision Map (IPM) is a plan that is shared with the staff that work with your child and for you as parents so that you can support the targets your child will be working on. The IPM is aimed at being accessible and understandable to all concerned.

The Class Teacher will arrange a meeting with you so that this information can be shared and so you can sign to show that you understand it and can support your child at home with working towards these targets. An IPM will only record additional or different support that your child will receive to the typical curriculum. It will detail up to 5 targets that you may be able to support at home too and this will include:

- ☐ Information about the short- term target your child will be working on.
- ☐ Strategies and interventions that are planned to support this target.
- ☐ The outcomes of the targets (on review).

An IPM will typically be reviewed every half term by the class teacher and you will be invited to a meeting to discuss the progress your child has been making towards their targets and if necessary, to discuss new targets for your child. At the end of the year, in the last half term, we hold the meetings with your child's current class teacher and the teacher who will be taking the class the following academic year. This is so it allows an opportunity for you to share any concerns and to support joined up working across the year groups. If a child meets a target early, their class teacher will review this target with a 'Target Met' and set a subsequent target. This will be shared with you. Every time a new IPM is written you will be invited into a short meeting to share successes and discuss ongoing targets.

My child has been receiving additional support for a while now but they do not seem to be making much progress. What should I do?

First of all you should contact your child's class teacher to arrange a meeting to discuss your child's progress where any information you require will be available. There are a number of things that a school considers when deciding whether a pupil needs more support than they are currently receiving:

- ☐ Have they continued to make little or no progress over a specific period?
- ☐ Do they continue to work at a level that is **substantially** below that expected of other children their age?
- ☐ Do they have emotional difficulties that **substantially** and **regularly** interfere with their own learning and the learning of their peers?
- ☐ Do they have specific difficulties that require additional equipment or regular visits for direct support or advice from external specialist services?

If it has been decided that my child does require further help, what happens?

If it is decided that school need to seek external agency support from outside agencies, a higher level of SEN Support is then put into place. This means that your child will receive a higher level of support from both external agencies and the school. Specialist agencies will give advice on IPM strategies and will offer more specialist advice and assessments where necessary.

Who might these specialists be?

This will depend on the needs of the individual child as to who we ask to come in and do an assessment. Some of the professionals might be:

- ☐ Educational Psychologists (EP)
- ☐ Learning Support Team (LST)
- ☐ Speech and Language Team (SALT)

The SENCo will inform you of the services that will be working with your child and permission will always be sought first.

How will these professionals assess my child?

Outside agencies such as those mentioned above will usually observe a child in their classroom environment first before deciding whether to do additional assessments outside of the classroom. They will give specific targets that they would recommend for your child to work on and give appropriate ideas and strategies for how they would recommend they could be met. Some services will attach resources specific for targets if they feel it something that school would not usually have.

Will my child have a one- to- one-support assistant in the classroom?

For a small minority of children one- to- one support may be appropriate however it is unlikely that your child will have somebody supporting them full time unless they have an Education Health and Care Plan. The priority for school is that your child will receive an effective personal programme for teaching and learning. This would usually mean resources that are specific and if necessary, they may have a Teaching Assistant to support them however we would aim to make this for the shortest time possible so that your child didn't become reliant on the additional support. Any child taking part in intervention will have time where they may be working one- to- one with a Teaching Assistant to work on their targets however it is very unlikely this would be full- time support.