



A parents guide for pupils with special educational needs and disabilities

It is an aim of Three Legged Cross First and Nursery School to work in close partnership with parents as a valuable way of providing help and support. This guide has been produced so that parents have an understanding of the procedures involved in special educational needs and disabilities.

What are special special educational needs and disabilities?

We would recognise a child as having a special educational need or disability if they had a greater difficulty in learning than most other children of similar age; or if they had a visual, physical or mental disability or behavioural and emotional behaviours that made it difficult for them to access mainstream schooling. Further information of the definition can be found in the Special Needs and Disabilities Code of Practice 0-25, 2015.

For example; children could experience a difficulty with:

- Some of the learning within the classroom, such as reading, writing, maths or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately at school
- Organising themselves
- An impairment, such as a sensory need or hearing loss
- A physical need

Children may have needs in more than one category and we aim to ensure that individual support plans match personal learning requirements.

At our school; we identify children at an early age who need extra help and support; using a graduated response of assess, plan, do and review.

Parent concerns

We are fully aware that when children do appear to have special needs, or when a parent is informed that their child has special needs this is a cause of concern to them. Please be assured that we are sensitive to your feelings and we will support your child by:

- Enabling you child and every child with special educational needs or disabilities to take part and contribute fully to school life, developing their confidence and self esteem.
- Providing access to and progression within the curriculum.
- Involving your child in their own learning to monitor their special educational needs and/or disability.
- Working in partnership with you to support your child's learning and health needs.
- Providing quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

Three Legged Cross First and Nursery School has high aspirations for all children identified as having special educational needs and disabilities within our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives.

Our school offers an inclusive curriculum and aims to meet the needs of the vast majority of special educational needs and disabilities within our mainstream school. Please be assured that the majority of children who have special educational needs and disabilities can be educated successfully within the school. You have a right to take part in decisions about their child's education and be kept informed at all stages. Your child is likely to progress more if parents and the school work together.

Steps taken when a child has been identified with a special educational need or disability

The graduated approach to meeting special educational needs and disabilities recognises that children learn in different ways and can have different levels of needs at different times.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs.

If a child has been identified as having special educational needs or disability a support plan will be put into place and the school will keep a careful record of this in order to monitor progress. Individual, attainable, small step targets will be placed within the plan; linked to your child's broad area of need. The plan is reviewed, at least, twice a year by the Inclusion co-ordinator and class teachers. Parents are invited to meet the Inclusion co-ordinator to discuss your child's plan and to contribute to the review process.

Where it is decided that a child does have special educational needs or disability, the decision will be recorded in the school records and parents will be informed that special educational provision is being made.

The Inclusion co-ordinator will use the school's tracking system and comparative national data and expectations to monitor the assessment level and rate of progress for children identified with SEND.

The Inclusion co-ordinator will discuss the provision process to parents/carers, which may include the use of education and health outside agencies e.g. Educational psychologist, behaviour support, school doctor, speech therapists.

Support plans and Educational Health Care Plans

When a child is placed on the special needs register; learning and or/behavioural needs are targeted and a support plan is put in place.

Children who achieve their support plan targets before their next support plan is due will have a new plan issued with new targets.

A child will be removed from the special educational needs or disability record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully.

For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

It is possible for some children to require additional support for particular aspects of their learning, which may be due to their underlying learning or behavioural issues. If this is identified after a support plan review, or by outside agencies then the next stage is to apply for an Education, Health & Care Plan (EHCP). The special needs and disabilities code of practice 0-25, 2015, states that 'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood'. To apply for an EHCP is a legal process. The local authority organises the application once a school; or parents have requested a plan. More information can be found here:

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/education/ehc-needs-assessment>.

A child with an EHCP will, in most cases, continue to learn and make progress within the inclusive classroom at our school. This will be monitored in a yearly EHCP review; and by using the school's usual tracking systems throughout the year. Regular meetings with parents and other social/health agencies, where applicable, will always be offered.

Special schools

These are schools where all the children have profound and complex special educational needs and disabilities that cannot be met at their local school. Staff members have specialist knowledge and expertise, specialist equipment will be available and classes very small. A child who is placed in a Special school will have an EHCP.

All information, and more, including our SEND policy can be found in this section on our school website:

<https://3lxschoolpolicies.wordpress.com>.

We hope you found this guide useful.