

SEN/D Code of Practice – an Introduction for Parents

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A large, blue, irregularly shaped thought bubble with a thin dark blue outline. Inside the bubble, the word "Questions..." is written in a white, sans-serif font. Three smaller blue circles of decreasing size are connected to the bottom left of the main bubble by a thin line, suggesting a trail of thought.

Questions...



Department
for Education



Department
of Health

Special educational needs and disability code of practice: 0 to 25 years

**Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities**

January 2015

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

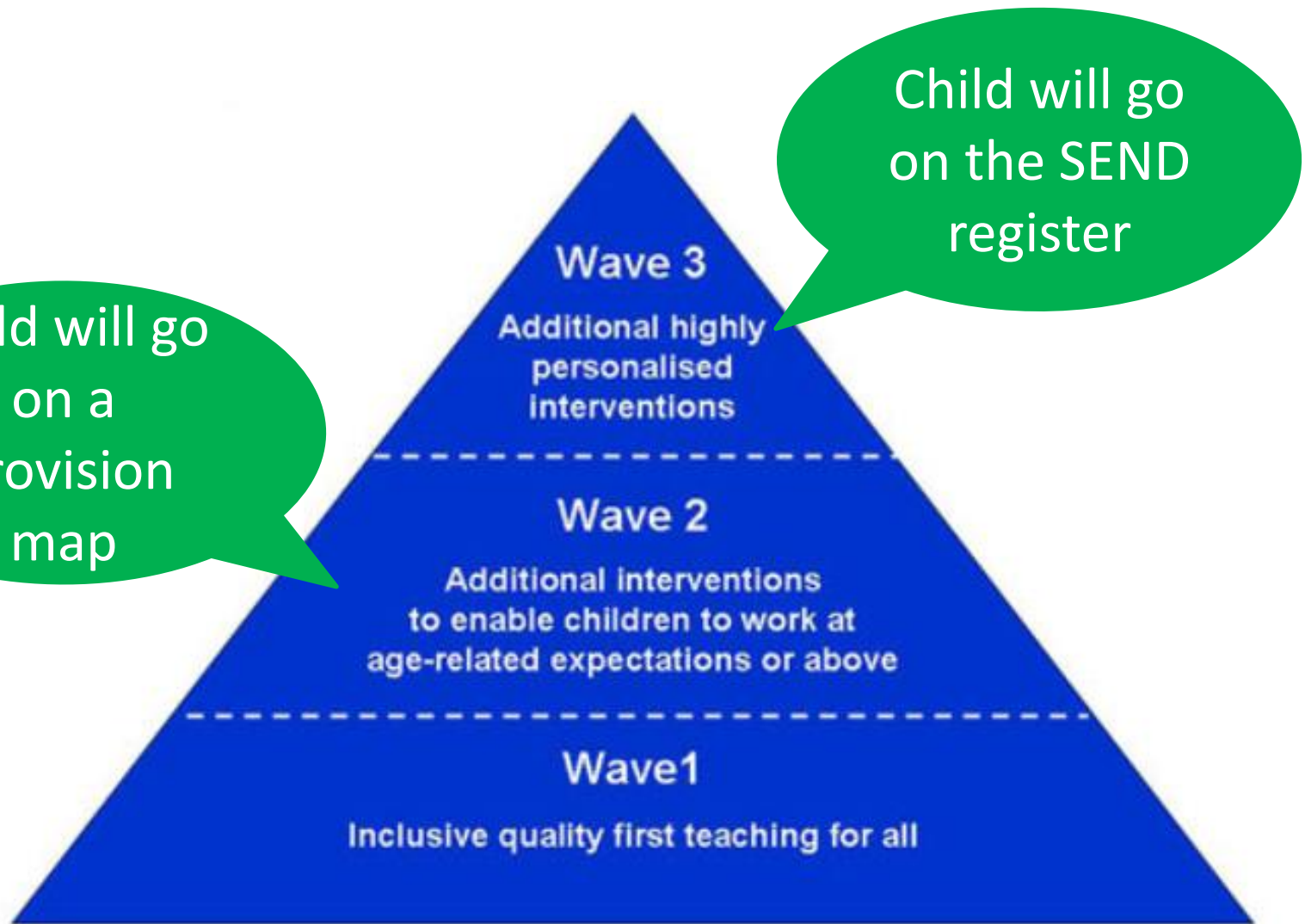
Learning Difficulty or Disability

Definition

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

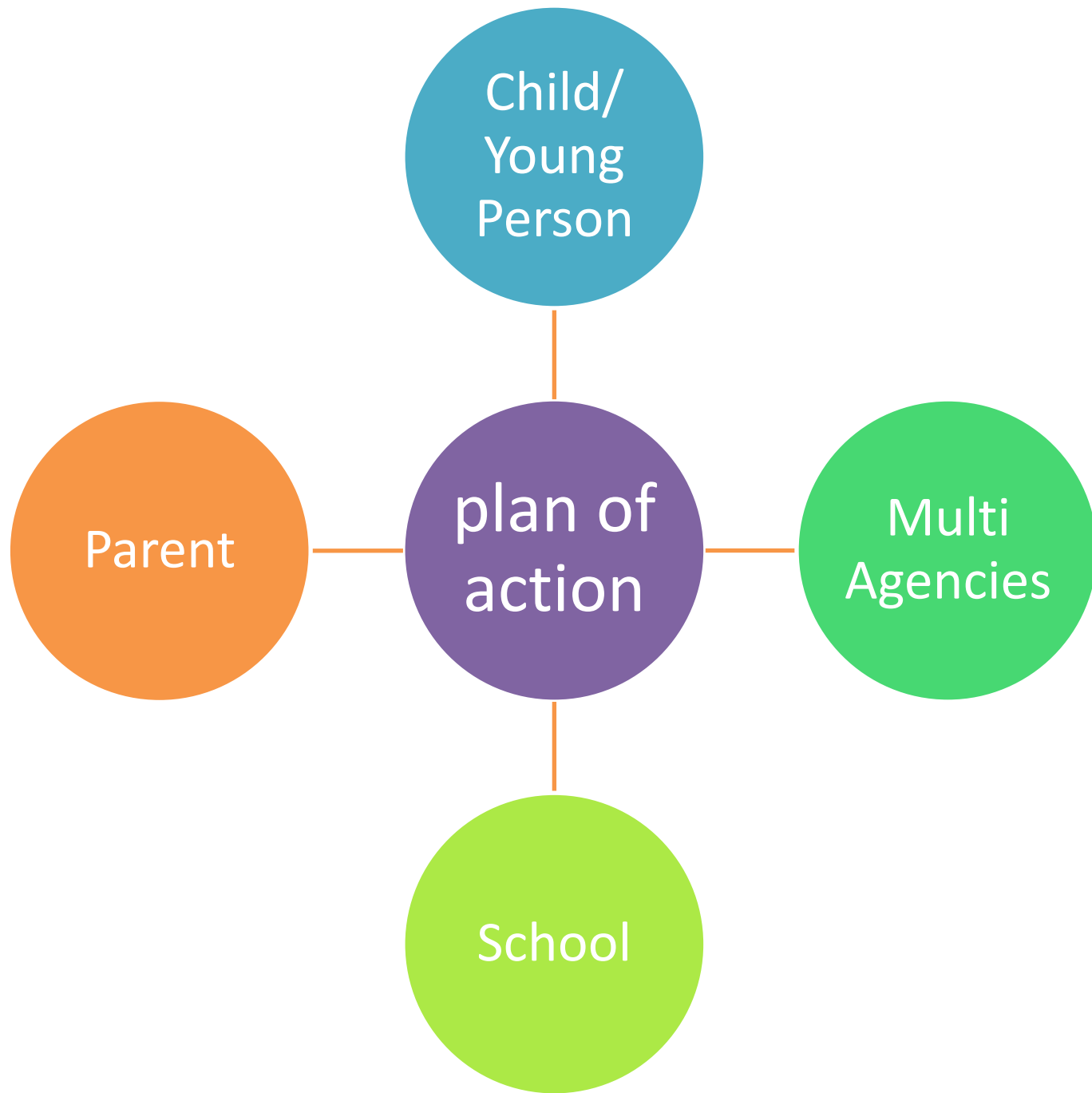
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Waves of Intervention



Educational Health Care Plans

- Children with more complex medical needs or special educational needs, we will apply for an Educational Health Care Plan (EHCP)
- Children on statements are transferring to EHCPs





- Child and Parent's Aspirations

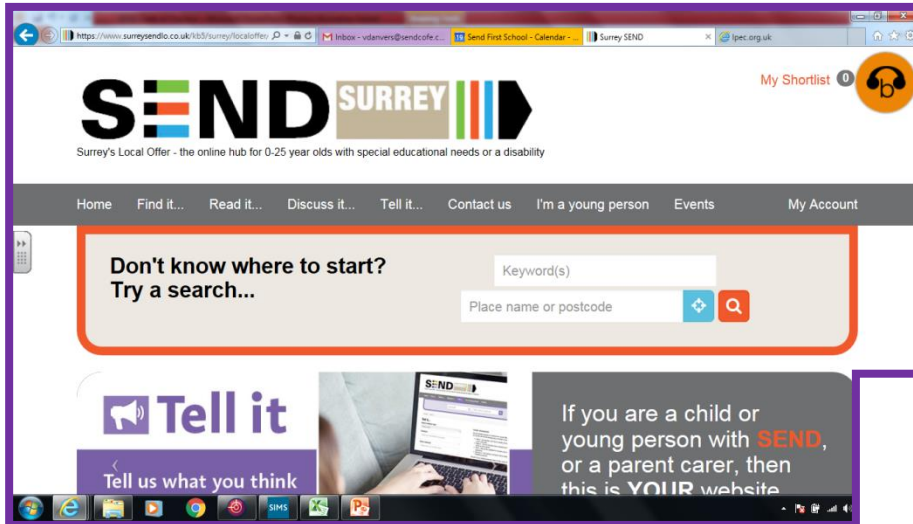


- Outcomes



- Short Term Targets

School/ Local Offer



Send Church of England Primary School



We believe that God's love is at the heart of our school. Christian values underpin all that we do, giving us all the strength and determination to make our school a safe, happy and inspirational place to learn. We believe that childhood matters: it is short, precious and cannot be repeated. We are fully committed to ensuring that every child reaches their full potential, develops a love of learning and becomes a resilient, enquiring and independent member of society.

SEND Information Report 2016/17

At Send C of E Primary School, we provide a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of provisions, which may include differentiated learning, modified equipment or short-term specific interventions in a group or on an individual basis.

SEND Support Arrangements

OUTCOME (1) Must link with special educational need evidences in Section 4	Arrangements in place	Review Date	Progress Review What has gone well? / Barriers to further progress
<p>Develop ***'s fluency in reading high frequency words and phase 5 words (Educational Psychologist Report target).</p> <p>Can blend the first 15 Phase 5 words in isolation and read them confidently.</p> <p>play, spray, found, tie, treat, enjoy, shirt, blue, raw, why, elephant, chew, toe, Paul, trolley.</p>	<ul style="list-style-type: none"> Letters and sounds phonic booster group 5x20mins daily TA 1:1 reading 20mins, 3 days a week TA 	<p>16/12/16</p>	

How do I know when I should contact the SEND department?

- When your child is working below age related expectations and their progress is slow despite interventions.
- You notice developmental issues compared to their peers (developmental issues).
- If your child is reluctant to come to school due to difficulties accessing the curriculum or is experiencing social difficulties.
- Identification of physical concerns e.g. vision, hearing, physical disability
- Your child is diagnosed with long term condition which may impede access to education.

What Can You Do To Help?

- Ofsted report clearly identified every child is unique
- Bespoke package
- Levelling the playing field/ closing their gaps
- Closely liaise with Class Teacher/ Leadership Team