



Information about
Special
Educational Needs
(SEN)
For Parents & Carers



An Introduction to Special Educational Needs at Martley CE Primary School

Headteacher:

Mr Andrew Massey

Telephone: 01886 888201

Our School Special Educational Needs Co-ordinator (SENCo):

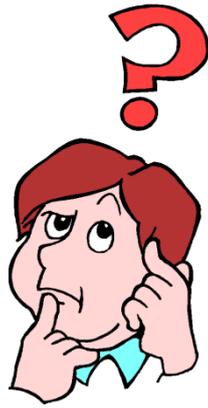
Mrs Catherine Mabbort

Telephone: 01886 888201

Our Special Educational Needs and Disabilities (SEND) Governor:

Mrs Shena Chilvers

Telephone: 01886 888201



What are Special Educational Needs?

'SPECIAL EDUCATION NEED' (SEN) can be a number of different things. For example, your child may be having problems with reading, maths or behaviour, which school can help by putting extra support in at school and by working in partnership with yourself. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of SEN can include:

- General Learning - children whose learning progresses at a slower pace
- Speech and Language
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Dyscalculia (difficulties with number work)
- Autism/Aspergers
- ADD/ADHD (Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder)
- Downs Syndrome/Cerebral Palsy
- Visual/Auditory Impairment
- Other Physical/Medical Needs

Did you know?

At one point in their lives up to 20% of children/young people (1 in 5) need support for a Special Educational Need.





How do schools help children with Special Educational Needs?

Children learn and develop in different ways. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called 'Quality First Teaching' and is something schools must provide for all children. However, many children, at some time in their school life, need extra help.

Because of this, schools must:

- Talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving.
- Appoint a member of staff as the Special Educational Needs Co-ordinator (SENCo). At Martley CE Primary School, Mrs Mabbort is the SENCo.
- Have a written Special Educational Needs and Disabilities Policy - a copy should be made available for parent/carers.
- Take account of the Special Educational Needs and Disabilities (SEND) 0-25 Code of Practice (DfE 2014). This is advice given to schools by the government which outlines what schools should do to support pupils with SEND and gives recommendations for good practice.

Martley CE Primary staff recognise that you, as your child's parent/carer, are the expert on them and will involve you every step of the way.





What roles do staff have within school?

SENCo = Special Educational Needs Co-ordinator

If your child has Special Educational Needs, Mrs Mabbort, the SENCo should:

- Ensure the right support is put in place for your child.
- Advise other teachers on how to help your child.
- Arrange training for staff so they understand your child's needs.
- Work closely with you regarding your child's needs and listen to any ideas or concerns you might have.
- Work with other professionals (if necessary) who may be able to help your child, e.g. speech and language therapist /medical professional/ educational psychologist.

INTERVENTION

Some children will need intervention which is additional to or different from what is being taught in the classroom. In this case targets will be set and interventions will be monitored carefully by the class teacher and the SENCo to assess progress. Parents are involved in process along with the child and will be kept informed of progress and next steps.

Our interventions include:

- Success @ Arithmetic & 1st Class @ Number
- Numicon
- Toe by Toe
- Cool Kids/Smart Move/Jimbo Fun
- Plus One and Power of 2
- Phonics
- Short Term/Working Memory
- Handwriting



An Introduction to Special Educational Needs at Martley CE Primary School



How are Special Educational Needs identified?

The first person to identify that a child has special educational needs may be:

- yourself, as parent or carer;
- the class teacher;
- a health visitor;
- another medical professional.

If it seems that your child may have special educational needs, your child's class teacher or the Special Needs Co-ordinator (SENCO) will assess:

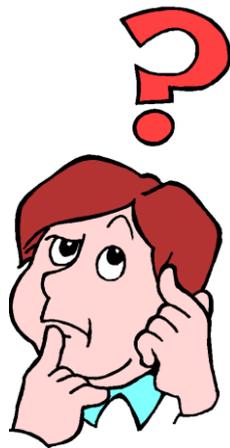
- What your child is good at and what they need help with.
- What your child would benefit from learning.
- How best to help your child.

Information about your child's targets and any extra support they receive at school may be recorded on a 'PCP' (Pupil Care Plan).

Children thought to have special educational needs will be placed on the school's 'Special Educational Needs and Disabilities Register' (SEND Register) and receive the appropriate support.

The level of support received may change throughout their time at school. School staff will speak to you if they think this should happen and will ask you for your opinion about this.





What is a Pupil Care Plan?

A Pupil Care Plan (PCP) says what the school, the class teacher and the SENCo plan to do to help your child learn. All teachers should be aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

A Pupil Care Plan will be written especially for your child. It should include:

- targets for your child which are linked to their needs;
- details of any extra support your child will get;
- who will give your child help;
- how often your child will get help;
- how and when the school will look at your child's progress again (at least three times a year).

At Martley CE Primary School Primary School, we share copies of Pupil Care Plans with parents/carers. We encourage you to talk to staff about your child's progress and should meet or talk to staff at least three times a year. Two of these meetings may be during parent's evenings.

The SENCo and class teacher may need to seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of your child's needs.
- Provide advice to schools on how to best support your child.
- Suggest resources that would help your child make progress.

This extra support may be enough to support your child with any difficulties sufficiently to ensure that progress can be made in school.

A very small number of children (about 2%) may need further support and the school may suggest applying for an Educational Health Care Plan.

An Introduction to Special Educational Needs at Martley CE Primary School

We appreciate this is a very complicated process so please seek advice from Mrs Cath Mabbort, the SENCO.

We hope this information has helped you to understand how schools support children with Special Educational Needs.

If you would like to talk to someone about your child's needs please call into school. If you are concerned that your child's Special Educational Needs aren't being met or your child isn't making progress, please talk to Mrs Cath Mabbort about the support for your child.

Thank you for working with us to help your child enjoy school and enjoy learning.