

Grappenhall Heys Community Primary School



Parents' Guide to Special Educational Needs &/or Disabilities (SEND)

*Updated May 2021
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This booklet is designed to answer questions you may have regarding Special Educational Needs and/or Disabilities. These abbreviations may be useful to you when reading the booklet;

SEN – Special Educational Needs
SEND – Special Educational Needs &/or Disabilities
SENDCo – Special Educational Needs and/or
Disabilities Co-ordinator
LA – Local Authority
TA – Teaching Assistant
EHC – Education, Health & Care Plans
SENDIASS – SEND Information, Advice & Support Service

**WHAT ARE SPECIAL EDUCATIONAL NEEDS (SEN) and/or
DISABILITIES (SEND)?**

A child may be identified as having SEND when they are showing difficulties with communication or interaction, learning, behaviour, emotional development, sensory impairment or physical needs. **Such needs are quite common and often temporary.**

WHO DECIDES IF A CHILD HAS SEN/D?

The class teacher, you the parent, other professionals (e.g. Paediatrician, Speech & Language Therapist) and our Special Educational Needs & Disabilities Co-ordinator (SENDCo) Mrs Tyson will work together when concerns are expressed about your child's progress or development. The area of concern will initially be monitored and/or assessed to discover the extent of the difficulty. Knowledge of your child, observations and assessments will be used to highlight areas of strength and weaknesses, and to inform both you as parents and the teacher if your child is experiencing difficulties and where these difficulties may lie. It may then be decided that help is needed to resolve the problem. Your child will then be placed on the school's confidential record of children with SEND and a programme designed between all concerned to help them. **No actions are taken without your consent.**

HOW OFTEN IS PROGRESS REVIEWED?

Progress is reviewed for all pupils at the end of every term, and data from tests is also studied carefully on completion of tests. However, SEND does not have to wait until then to be identified or reviewed. If you have ANY concerns about your child (or your child's teacher does), then discussions can take place at any time during the school year.



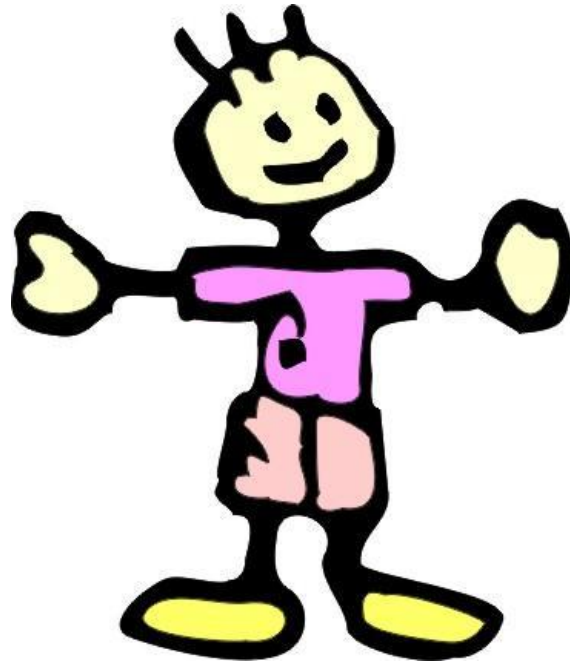
WILL I BE NOTIFIED IF MY CHILD IS IDENTIFIED AS HAVING SEND?

Yes. You will be informed by the class teacher and/or the SENDCo, and invited into school to discuss this. Only you, the teaching staff, the SENDCo and the Head Teacher will be aware that your child has SEND. Where possible, we will encourage your child to discuss their difficulties and express their opinions about their own development. However, in many cases, even the child is unaware.

DO CHILDREN COME OFF THE SEND RECORD?

Yes they do. After each programme review we will discuss your child's progress with you. It may then be decided that the problem has been resolved and further support is not needed, therefore your child's name will be removed from the confidential SEND register, and the programme of support will cease. Alternatively, it may be decided that more support is needed and we may increase the amount of support, resources and/or

expertise given. Or it may be decided to continue with similar programmes to address the area of difficulty.



WHAT IS THE SEND CODE OF PRACTICE?

All schools must adhere to the SEND Code of Practice when deciding how best to support children with SEND. From 1st September 2014 it became statutory for schools to operate under the 'Special Educational Needs and Disability Code of Practice 0-25 Years' (June 2014). Previously schools operated under the Code of Practice 2001.

The Code of Practice 2014 was brought in to simplify the process of identifying and catering for SEND, to give parents and pupils a greater say in how identified needs are met and to focus more on life outcomes and preparation for adulthood for pupils with complex needs. The Code of Practice now covers pupils and young people from birth to 25 years of age.

The Code identifies four primary areas of SEND:

- 1 Communication and interaction
- 2 Cognition and learning
- 3 Social, emotional and mental health issues
- 4 Sensory and/or physical needs

The Code of Practice suggests that teachers should provide a tailored approach to addressing a specific SEND from one (or more) of the four categories above that is impacting on a child's ability to learn.

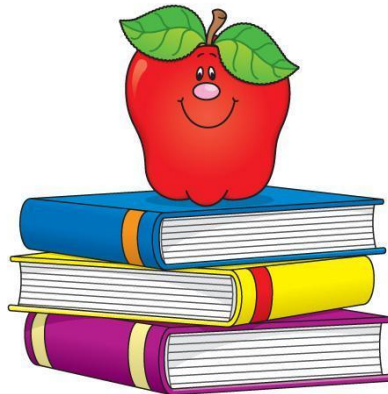


**Special educational
needs and disability
code of practice:
0 to 25 years**

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

June 2014

At Grappenhall Heys there is a step-by-step, graduated model of action and intervention to help children who have SEND.



STEP 1 - MONITORING

This is a **school based step** not recognised within the Code of Practice 2014. In this phase, information is gathered to establish if we need to put interventions in place to support a child. Children in this category may be causing concern to their class teacher or parent, or the child themselves may be concerned about progress being made in school. The class teacher will carefully monitor the situation to gather some evidence of the problem and will then inform the parents and SENDCo of the outcome of their observations.

Following this, if concerns remain the child will be moved onto Step 2.

STEP 2 – SCHOOL SUPPORT

Again, this is a **school based step** not recognised within the Code of Practice 2014.

Following monitoring, interventions may be set up to support the child and parents will be involved in deciding the way forward and what extra support the child will be receiving. This will be recorded on an 'Intervention Plan' at 'School Support' level.

The Intervention Plan is a planning, teaching and reviewing tool which should underpin the process of planning intervention for the child to ensure progress is made.

STEP 3 – SEN SUPPORT

Children at this stage fall within the definition of SEND as identified in the Code of Practice 2014 and will be added to the school's confidential register of children with SEND. These children have a learning difficulty which requires a more structured approach in order to assist them in overcoming their barriers to learning. Examples of this may be an individualised programme, the advice of an outside agency, or the school delivering a programme devised by an external professional. Again, an Intervention Plan will be devised at 'SEN Support' level and agreed between parents, the school and, if appropriate, the child.

STEP 4 – ASSESSMENT BY THE LOCAL AUTHORITY FOR STATUTORY ASSESSMENT FOR AN EDUCATION HEALTH AND CARE PLAN

The majority of children with SEND will have their needs met through school provision. However, children with the highest level of need may be assessed for an EHC Plan which will set out an overview of the child's needs.

The SENDCo, class teacher and parents will discuss the child's further needs and, if appropriate, will initiate statutory assessment with parental permission. The school then collates all the evidence relating to the child's needs and completes all necessary documentation to submit to Local Authority.

The Local Authority, having considered the information that the school provides, then decides whether it is appropriate to progress with a statutory assessment or not. An EHC needs assessment should take a maximum of 20 weeks to complete. An EHC needs assessment will not always lead to an EHC Plan.



STEP 5 – EHC PLAN

If an EHC Plan is granted then the school, parents and the child, if appropriate, will work together with education, health and care professionals to plan and deliver a specific programme of support.

The purpose of an EHC Plan is to make special educational provision to meet the SEND of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Progress against the agreed outcomes will be reviewed on a termly basis in school and at least annually with the Local Authority.



The Local Offer

Local Authorities must publish a **Local Offer**, setting out information about provision available for children and young people in their area. Warrington's Local Offer can be viewed on the Warrington Borough Council website.

The Local Offer includes information about an impartial **SEND Information Advice and Support Service** (SENDIASS) to support parents and young people in making decisions about their needs. More information can be found about this service on the Warrington Borough Council website, or by contacting Iain Macdonald on 01925 442 978.



WHAT ARE THE ARRANGEMENTS FOR CHILD WITH A MEDICAL OR PHYSICAL CONDITION?

Schools are expected to write detailed plans for a child with a medical or physical condition. At Grappenhall Heys, this may take the form of a '**Health Care Plan**' (for children who may require long term medication, or may be at greater risk of a medical emergency) or an '**Individual Care & Access Plan**' for children with complex needs in several areas.

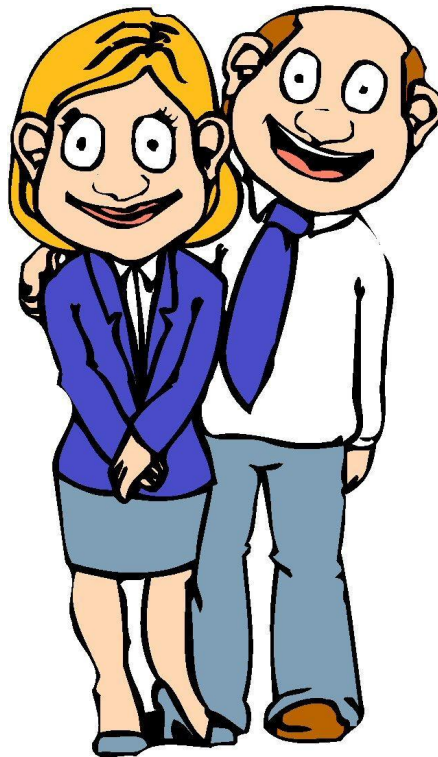
In either case, both plans will be written with parents and other professionals as appropriate, and will outline the nature of your child's difficulties and what school will do to ensure their needs are being met.

Neither a Health Care Plan nor an Individual Care & Access Plan is a legal document and the LA has no responsibilities in relation to these documents. School will review the document at least annually or sooner as needs change.



WHAT INPUT DO I HAVE IN THIS PROCESS?

Your views are of the greatest importance to us and are highly valued. You will be consulted at every step of the way and given opportunities to discuss your child's SEND with the various people concerned with educating your child. Your child will benefit most when everyone works together to support the work being carried out.





WHAT HAPPENS WHEN MY CHILD MOVES TO HIGH SCHOOL?

When a child in Year 6 who is on our SEND register moves to High School, all records of assessments, targets, interventions and outcomes are transferred and there is a thorough dialogue between our school and the receiving High School, whichever High School that may be.

WHAT HAPPENS IF MY CHILD MOVES TO ANOTHER PRIMARY SCHOOL?

If your child moves to another Primary School, again all records are transferred and staff will liaise as appropriate.

In either case, the process does not have to start from the beginning!

WHO SHOULD I CONTACT IF I AM WORRIED?

If you have any worries or concerns regarding your child's progress, or any matters to do with SEND, please do not sit at home and worry about them. **Contact us.** We will always make time to discuss these matters with you. Do not hesitate to contact any of the following;

Mrs Jackson (Head Teacher)
Mrs Tyson (Deputy Head Teacher / Inclusion Manager)
Your child's class teacher



IS THERE ANY FURTHER INFORMATION ABOUT SEND?

Further information is available on our school website on our 'SEND at Grappenhall Heys' page:

https://www.grappenhallheys.co.uk/our_school/sendat_grappenhall_heys/



Thank you for taking the time to read this booklet.
We hope you have found it useful.