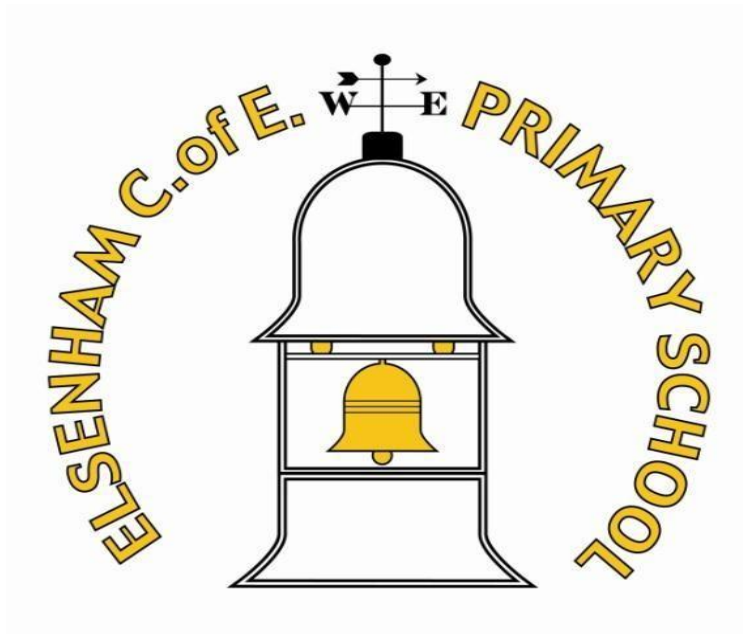




Elsenham C. of E. Primary School

Special Educational Needs and Disabilities (SEND)

A guide for parents/carers

'If I need extra help, I can ask any adult at Elsenham School. They give me extra help, resources, time and technology. Having a One Plan means that my teacher, my parents and other adults are clearer on what I need help and support with.'

The Inclusion Ambassadors

Dear Parents/Carers,

Thank you for taking the time to read this guide. This will give you information on how the school supports children who have special educational needs and disabilities (SEND)

This guide is based on our school's SEND policy. You can find a copy of this on our website or click this link [Policies | Elsenham C. of E. Primary School](#)

If you have any questions about SEND and your child then please email send@elsenham.essex.sch.uk

Mrs Doone and Mrs Carruthers

SEND Team

What do we mean when we talk about SEND?

All children are individuals who learn at different rates.

Some children find learning easy and some find it hard but with the right help they will develop at their own pace.

The class teacher is the best person to teach your child and they will plan lessons to take into account the different abilities of children and their strengths and weaknesses.

Different approaches to learning will help most children, but some may need more support. Children with a disability may need special provision to be made for them so that they can fully access the curriculum. Children who need more support may have special educational needs.

There are four main areas of special needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

Some children may have needs in more than one of these areas. If a need is identified, we ask parental permission to put the child's name on the Special Educational Needs and Disability Register (SEND register). The SEND Register lists children in the school who need extra support. Some children are only on the register for a short time; some may be on it for a long time because of their complex needs. This support can be short or long term and can take a variety of different forms e.g. the use of different learning aids or working with an adult in an extra intervention session. We may also ask an outside specialist to give support and advice.

Identifying Special Needs

We continually assess each child's current skills and levels of attainment. Class teachers will identify any children who are not making expected progress. This may include progress in other areas than attainment e.g. social needs. The first response to limited progress is high quality teaching targeted at the pupil's area of weakness. If progress remains less than expected, the teacher should assess whether the child has SEND by gathering more information including the views of both the parents and pupil.

We also understand that parents know their children best; if they express concerns about their child's development we will listen and respond to their concerns. Equally, we will listen to and address any concerns raised by the children themselves.

It is important to note that slow progress and low attainment will not automatically mean a pupil is recorded as having a special need but the school will be talking to parents about what more can be done.

One Plan

All schools in Essex must create a special educational needs support plan for children who need extra help and are on the SEND register. This kind of support is referred to as One Planning.

One Planning is our person-centred approach for all children and young people with SEND including those with an EHCP.

There are four stages of action, which will be recorded in a One Plan document: assess, plan, do and review.

Assess

All pupils are assessed regularly throughout each year by their teacher. The information gathered shows which pupils are not making the expected progress given their age and individual circumstances. At the same time teachers consider any evidence that a pupil might have a disability and if so, what reasonable adjustments may need to be made for them.

Plan

If a child is identified as needing SEND support, the teacher will inform the parents and work in partnership with them to work out what support their child needs. A One Plan will be written explaining this support and what impact this support should have on the child's progress, development or behaviour. The plan will take into account the views of the child. The One Plan is a working document and may be updated or changed throughout the term to reflect the child's needs and progress.

Do

Both parents and staff carry out the agreed plan which might include working on language targets or increasing social skills through turn-taking activities.

Review

At the agreed review date, the teacher and parents will look at the One Plan to see if targets have been met and to discuss which strategies have been successful. Next steps will be planned and will be added to the One Plan. If expected progress is not made over more than one cycle of One Planning, parents and staff may decide to request an Education, Health and Care needs assessment (EHC assessment) from the Local Authority - Essex County Council. The Local Authority will look at information given by the child, parents, teachers and other professionals and will decide within six weeks whether to carry out an assessment. An assessment may result in an Education, Health and Care needs Plan.

Education, Health and Care needs Plan (EHC Plan)

For most children, the support outlined above will meet their needs. But, some children and young people (aged up to 25) need more help than is available through special educational needs and disabilities (SEND) support that is ordinarily available. The EHC Plan is a legal document that sets out the child's special educational needs and/ or disability and any health or social care needs, which relate to their SEND. It explains what will be done to meet these needs in detail, for example the type, hours and frequency of support. Parents of children who have EHC plans can request a Personal Budget, which may contain education, social care and health funding.

Consider asking your local authority for an Education, Health and Care (EHC) needs assessment if your child:

- has high support needs
- a life-long disability
- is receiving support from a wide range of services
- is not making progress even though the support is increasing in type and amount

For more information on EHC plans, who they can help and more about the assessment process, please go to [Education, Health and Care Plans \(EHCPs\) | Essex Local Offer](#)

Who may work with your child?

Key Workers may work with individual children or with small groups of children under the direction of the class teacher. Each child with an EHCP will have a named Key Worker who can be a point of contact for the parents. Other adults may also work with the child and this Key Worker will also support other children.

The hub team consists of Mrs Doone (SENDCo), Mrs Carruthers (Assistant SENDCo) and Ms Coole (Pastoral Lead) who work with individuals or small groups.

Our Intervention Teachers work with individuals or small groups of children to deliver additional interventions or reading sessions. This may be a one-off or a continuous provision.

A child may be referred to the Speech and Language Therapy Service (SALT) if they have a speech or communication difficulty and are not making satisfactory progress with the support offered at school. If needed, a therapist will assess your child at a clinic or at school and may provide a programme of work to be carried out in school and at home. Progress is reviewed in school, usually by the speech therapist but sometimes by school staff.

An Educational Psychologist (EP) may observe or assess a child and give advice to staff on methods and resources to help children. Parents will be contacted directly if this is to be considered for their child.

Occupational Therapy (OT) aims to improve your ability to do everyday tasks if you're having difficulties. If a child is having prolonged difficulties with fine or gross motor skills and is not responding to school based support, then a

referral to OT may be appropriate. An OT will assess the child at home or in school and offer advice and recommendations for strategies and support.

Each Essex school has a named Inclusion Partner (IP) who can help develop inclusive practice and deliver improved outcomes for children and young people with SEND and their families. Their knowledge, skills and experience come from a range of backgrounds and draw upon evidence-based practice. Our Inclusion Partner is Rebecca Locke.

How can you help?

Your role is vital in helping your child to succeed! You can help by spending time with your child and boosting his or her self-esteem:

- show an interest in your child's hobbies,
- talk to your child and give lots of praise,
- hear your child read,
- support your child with his/her home-work and One Plan targets.

It is also very valuable if you can work with the class teacher by:

- talking to the teacher about any concerns,
- sharing information about your child,
- attending One Plan review meetings to help check progress and plan the next steps in your child's learning.

A shared approach will result in the best progress for your child.

If you have any concerns, then please speak with your class teacher in the first instance. If you still have concerns, you can discuss them with our SEND team by emailing send@elsenhamsch.uk

You can also contact Essex SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) which provides free, impartial and confidential information and advice for parents and carers of children who have or may have special educational needs or a disability. You can contact them on 01245 204338 (opening hours: Monday –Friday, 9am-4.30pm) or email them at send.iass@essex.gov.uk. For more information, visit their website at [Essex SEND - Information, Advice and Support Service](#)