



SUPPORTING CHILDREN WITH SEND - a helpful guide.

The Special Educational Needs and Disability (SEND) Code of Practice for 0 - 25 years (2014) states that:

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

All AFACT schools are committed to and adopt a similar approach to meeting the needs of pupils with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

We believe that:

- All children should be valued regardless of their abilities or difficulties
- All children are entitled to a broad and balanced curriculum which is differentiated to meet individual needs
- All teachers are teachers of children with SEN
- All children can be enabled to fulfil their potential through effective teaching and learning, supporting and encouraging
- Effective assessment and provision for children with SEN will be secured with partnership with parents/carers, children, the Local Education Authority and any relevant outside agencies

We recognise the statement from The Children and Families Act:

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

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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.

We will use our best endeavours to ensure the necessary provision is made for any pupil with SEND. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND. The range of support deployed will be tailored to individual need following thorough assessment by internal and external agencies. It is designed to promote pupils working towards becoming more independent and resilient learners and should not be seen in isolation.





So, what does that mean if your child is added to the SEND register?

Here are some frequently asked questions that we hope will help.

Q. Why is my child being added to the SEND register?

A child is added when, despite good quality teaching and usual interventions, further additional support has been put in place because of concerns over progress.

This can be progress which:

- is significantly slower than that of their peers*
- does not match the child's previous rate of progress*
- does not close the attainment gap between the child and their peers*
- widens the attainment gap.*

This may lead to assessment of and identification of a Special Educational Need, which can be under the category of: Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, and Sensory and/or Physical needs.

Q. What do the categories mean?

Cognition refers to a pupil's underlying ability to learn. Special needs in this area may include specific difficulties such as Dyslexia, or generalised difficulties such as Moderate or Severe Learning Difficulties. This will usually have been diagnosed by an Educational Psychologist or specialist assessor.

Communication and Interaction can include significant Speech and Language difficulties such as a language disorder, social communication difficulties or Autistic Spectrum conditions. This may have been diagnosed by a Speech and Language Therapist or a Paediatrician. They may receive Speech and Language input or support for social interaction/social skills.

SEMH means Social, emotional and mental health. This can include long term difficulties such as ADHD, ODD or OCD or severe Anxiety. This may have been diagnosed by a GP, a paediatrician or a psychologist.

Sensory or Physical needs include hearing or visual impairment, physical disability and sensory processing needs

Q. Will they always be on the SEND register?

Not necessarily. Staff undertake a cycle of Assess, Plan, Do, Review. Your child's progress is carefully monitored against expected outcomes and interventions are planned and adjusted accordingly. If they make good progress and with appropriate interventions manage to close the gap or show that the additional support is no longer needed, they can be taken off the register. You would be notified if this is the case.

Q. What help will they get?

This varies from child to child, according to need, but usually entails access to some support in class. All teachers are teachers of SEND and staff will make adjustments for your child.

Q. Does being on the SEND register mean that the school request an assessment for an EHCP?

No. For many pupils, being on the register, having Good Quality Teaching, plus additional adjustment or intervention is sufficient to ensure their progress. For a small number of pupils who require a lot of intervention and high levels of support, the SENCO may decide it is necessary to request an assessment for an EHC assessment to secure more funding from the local authority and/or offer more specialist input. If this is the case, you will be informed.

Q. Does having an EHCP mean my child gets a 1-to1- support?

No. Research suggests that having one person supporting a pupil all the time is not the best way to develop their independence. The EHCP specifies outcomes that the school must work towards but this may be in different ways and not always via a 1 to 1.

Q. My child has an EHCP. Will they be taught separately?

No. Your child may come out for small group interventions or for particular areas of the curriculum but we aim to have them in their mainstream lessons as much as possible. We want the children included within the classroom as much as possible.