

Monkhouse Primary School

What is SEND?

SEND stands for Special Educational Needs and Disabilities. The current Jan 2015 Special Educational Needs and Disability Code of Practice: 0 to 25 years' states that a child has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. It states that 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 the same age, or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

How are children identified?

Your child's progress will be discussed with you on a regular basis, informally and also formally at parents' evenings throughout the year. The class teacher will already have spoken to you if they have any concerns about your child. Every effort is made to identify children with SEND early so the appropriate level of support and intervention can be put in place. If the class teacher has concerns about your child's progress, compared to the progress of others in the class, they will first discuss these concerns with the SENDCo. Discussions are based on both formal and informal assessment of your child through observation, monitoring data and working with your child. If after discussion and looking at your child's work it is agreed that your child may have Special Educational Needs, you will be invited into school to speak to either the class teacher and/or the SENDCo. The school will then follow the graduated response to meeting pupils' needs as set out in the Special Educational Needs and Disability Code of Practice. If the class teacher feels that there is a need to investigate a pupil's difficulties further, they will begin a cycle of intervention and monitoring. This will begin with a cycle of assess, plan, do review. This process includes setting a target/ targets for the pupil and arranging some additional to/different from provision aimed at helping them to achieve their target. Following this period of intervention, the teacher will assess the pupil and ascertain how much progress has been made. If the targets have been met, then the decision may be made to discontinue the provision. If the targets have not been met, then another cycle of provision will be arranged and new targets set. If, after this cycle, progress is still slow then the decision will be made to move the pupil to SEND Provision and they will be formally added to the school's Special Educational Needs and/or Disabilities Register.

Through discussion with you, your child will be placed on the Special Educational Needs and Disability register. Specific targets will then be set, extra support will be provided to help them to reach these targets and, if appropriate, outside agencies may be requested to become involved. These targets will be reviewed at least 3 times a year.

What is a SEND register?

This is a list of all children within school who have Special Educational Needs and/or a Disability. Some children, at times during their school life, need a little more support than their peers to achieve their full potential and are placed on the SEND register. This enables the SENDCo to monitor these children and make sure that they receive the extra help they need within school. Some children remain on the register throughout their primary school years as they have significant needs but others only need the help for a short time as, with extra intervention, they close the gap between their own progress and that of their peers. As soon as a child is working within the same levels as the other children in the class they will be removed from the register if deemed

appropriate. Their progress, however, in common with all other pupils', will continue to be regularly monitored through pupil progress meetings.

What is an ALM?

Once your child has been placed on the Special Educational Needs and Disability register, we will set personalised targets and share these with you for your comments. The targets are written up on an ALM (Active Learning Mat). You will be given a copy to sign and keep at home and your child will have a copy to refer to in their learning packs at school. The Active Learning Mat identifies the short-term targets, what the child needs to do and what support they require to meet their target. Next steps are then identified when the target is met/not met by the teachers in order to maximize progress. These targets are set by the teachers and discussed with you and your child at parents' evenings. You will also receive questionnaires from the SENDCo throughout the year to ask for your views and opinions. At Monkshouse School we believe that it is very important for home and school to work together and communicate regularly in order to provide the best support possible for each individual child.

What is an Education, Health and Care Plan? (EHCP)

The majority of children who have Special Educational Needs and/or Disabilities can be supported through the use of school resources and with the help of outside agencies. A child is only given an Education, Health and Care Plan (an EHC plan) by the local authority if they are deemed to have significant and complex difficulties and/or a disability and their needs cannot be met within school without significant additional resources and/or funding beyond the school's normal resources. Once the decision has been made to ask for extra support from the local authority, and after discussion with the parent/carer, school will make a 'Request for Statutory Assessment'. The Local Authority will then request to see as much evidence as possible from school, home and any outside agencies working with the child, about the child's specific needs, what support has already been put in place and the impact of this support over a period of time. If they feel that support for the child cannot be met through normal school resources, the local authority will issue an Education, Health and Care Plan (an EHC plan). SEND Reforms The Department for Education have made changes to how children with SEND and their families are supported and these changes came into effect from September 2014. They change the ways we work in school and improve communication between professionals and families. The main changes were: • Replacing the Statement of Special Educational Needs with an EHC plan (Education, Health and Care plan). This can be in place for a young person from ages 0-25. • Giving parents and young people with an EHC plan the option of a personal budget to extend choice and control over their support. • Requiring local authorities to set out a 'local offer' of what support they expect to be available for children and young people with SEND. • Changing the SEND Code of Practice. A revised SEND Code of Practice was put in place in September 2014 and was subsequently revised in January 2015. • New and explicit requirements around the involvement of children, young people and parents in decisions about SEND provision. • Requiring education and health services to work much more closely together to support children with Special Educational Needs and /or Disabilities.