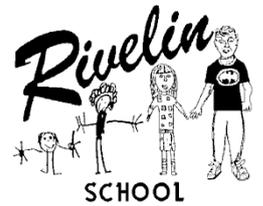




SPECIAL EDUCATIONAL NEEDS

A GUIDE FOR PARENTS



At Rivelin we value all children equally whatever the differences in their abilities or behaviours and believe that children should be at the heart of everything. We aim to meet individual needs and provide opportunities for children to make good progress. Children should enjoy reaching their goals and have this achievement celebrated. As the children grow and develop they will become more independent, confident in their learning and ready for the next stage in their life.

We hope this booklet will help you understand how we approach Special Educational Needs. Please do not hesitate to contact any of the staff if you have any further questions you would like to ask.



What are special educational needs?

A child has special educational needs if they have learning difficulties or a disability and need special educational provision. A child has learning difficulties if they find it much harder to learn and make less progress than most children of the same age.

About one in five children may have special educational needs at some time in their school life. Some children make progress and no longer need SEN support, for other children their needs and disabilities may last into adulthood.



Across Sheffield, a small number of children have very complex learning difficulties, e.g. Autism Spectrum, Downs Syndrome, severe language delay or learning difficulties, severe physical difficulties. Previously these children may have had a Statement of Special Educational Needs, detailing the additional support they needed. Under the 2014 Code of Practice, these pupils will instead have an EHCP (Education and Health Care Plan,) which replaces a Statement. Support for all children with SEN is given from the school's SEN budget, and schools are now not given an annual amount of additional funding for individual children with a Statement/ EHCP, apart from a very small number with more exceptional needs who are given some "top-up" funding. The Statement/EHCP is reviewed each year at an annual review meeting.



SEND at Rivelin Primary School

All teachers are teachers of children with special educational needs. At Rivelin Primary School, we have a Special Educational Needs Co-ordinator (SENCO) Mrs Middleton, who works with the class teachers to plan extra support. She may also liaise with professionals outside school who may be able to help.

How do we know if a child needs extra help?

Concerns may be expressed by:

- ❖ The parent
- ❖ The class teacher
- ❖ A teaching or support assistant
- ❖ The previous school

Regular and ongoing assessment takes place to ensure we identify children with special educational needs.

What should a parent do if school has a concern about their child's learning?

The class teacher, or occasionally the SENCO, will contact parents to discuss any difficulties and/or support. This may be done at any time during the year. We believe that good communication is vital, so that we can work with parents to help children progress.

How is help organised for children with Special Educational Needs?

We follow guidelines set out by the SEN "Code of Practice", 2014. The Code of Practice describes a cycle of ASSESS – PLAN – DO – REVIEW.

- ✚ Children are assessed on entry to the school.

- ✚ • Regular and ongoing assessment takes place to ensure we identify children with special educational needs.
- ✚ The SENCO may carry out further assessments, such as tests of Reading Accuracy or Comprehension, Phonics, Maths, Language or Motor Skills for example.
- ✚ Interventions are put in place if a pupil is not making enough progress and needs extra help.
- ✚ The decision may be made after a discussion with parents to place the pupil on the SEN register, to enable appropriate support.
- ✚ Children will then have a Record of SEN Support, with specific targets agreed with parents/carers, to be reviewed each term at a meeting with parents, SENCO and the class teacher.
- ✚ Parents are given a copy of the notes of this meeting.
- ✚ With parent's permission we might involve other services from outside school.

Types of Special Educational Needs

The Code of Practice 2014 identifies four areas of need:

Cognition and Learning - This includes Specific Learning Difficulties such as Dyslexia, Dyspraxia, Dyscalculia and also more general learning disabilities.

Social, Mental and Emotional Health - This includes ADHD (Attention Deficit Hyperactive Disorder), Attachment needs, and a range of other mental health needs.

Communication and Interaction - This includes Speech, Language and Communication Needs, and Autism Spectrum needs.

Sensory and/or Physical needs - This includes Visual Impairment, Hearing Impairment, Multi-Sensory Impairment.

Behavioural difficulties do not necessarily mean that a child has SEN: it is recognised that it is usually a symptom of another area of need.

We hope you have found the information in this booklet helpful.
Our school website includes a section with lots of information about
SEN.

Please do not hesitate to contact us if you have any questions or
concerns.

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Rivelin Primary School

