

What type of support might my child receive?

- * **Individual/Group Support**
- * **Targeted support by Teaching Assistant or specialist teacher**
- * **Additional Phonics**
- * **Additional guided reading**
- * **Speech Language and Communication Groups**
- * **Social, Emotional & Mental Health support through Emotional Literacy groups**
- * **Social Communication Skills**

Agencies that we work closely with:

Education Psychology

Speech & Language Therapy

School Nurse Team/Health Visitors

Occupational Therapy

Art Psychotherapy

Lancasterian Special School—Outreach

Specialist Support Resource Team

*Child and Adolescent Mental Health Service
(CAMHS)*

And many more....



Who can I speak to?

Your first point of contact should always be your child's class teacher who will be happy to make an appointment to meet with you.

You can also speak to:

Jane Sutcliffe - Inclusion Leader

Kate Penny - SENCO

Jackie Murray - Family Support Worker

Phone: 0161 226 3928

E-mail:

admin@webster.manchester.sch.uk



**Special Educational
Needs and
Disabilities**

**Information for
Parents & Carers**

The Local Authority will produce a 'Local Offer' setting out in one place information about the provision and support available for children and young people in their area who have SEND. This will include the available services and how to access them.

www.manchester.gov.uk/sendlocaloffer

You can find our Local Offer on the school website:

www.webster.manchester.sch.uk





What is SEN?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, which is different from that normally available to pupils of the same age.

There are four areas of need that are planned for:

- **Communication and interaction**
- **Social, emotional and mental health difficulties**
- **Cognition and learning**
- **Sensory and/or physical needs**

Early identification is vital and the school uses a graduated response to children's special educational needs. The class teachers and Inclusion Leader work closely to identify additional needs at an early stage.

Parents and pupils are consulted at the earliest opportunity to share concerns and enlist their active support and participation.

The first response is high quality teaching targeted at a pupil's area/s of weakness. We aim to achieve this through differentiation and/or adapting classroom practice to suit the pupil's need. Teachers will also draw on skills and knowledge of additional whole school initiatives and training.

Additional Support:

If a child continues to show a level of need which is not adequately met, and lack of progress is evident, they may access additional support and this will be identified through the school's regular assessment processes and provision mapping. The class or subject teacher may also instigate a short-term intervention.

A child receiving additional support will be monitored by the class teacher and Inclusion Leader over a significant period of time. A decision may then be made to place the child at **SEN Support**.

SEN Support

Children will be classed as SEN Support when a pupil makes little or no progress in spite of receiving a significant period of additional support, and this will be identified through the school's regular assessment processes and provision mapping. Targets individual to each child will be identified and shared in the half termly pupil progress meetings. This information will also be shared with parents. The children at SEN Support will be placed on the school's SEN register.

Once a potential SEN is identified, four types of action are needed to put effective support in place. These actions form part of a graduated response cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress. Children at this level will continue to receive additional support.

Education, Health and Care Plans:

If, after a continued period of support at SEN Need, it is felt that a specific learning difficulty is hindering a child's progress, a request may be made to the Statutory Assessment team for Statutory Assessment for an **Education Healthcare Plan (EHC)**. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

What if my child already has a statement?

Your child will continue to get support until they're moved across to an education, health and care (EHC) plan. Your child should move to [an EHC plan](#) by spring 2018

