

Special Educational Needs at Swan Lane First School



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Swan Lane First School

What are Special Educational Needs?

A special educational need can be a number of different things. For example, your child may be having problems with reading, maths or behaviour, which school can help with by putting extra support in at school and by working in partnership with yourself. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of special educational needs may include:

- General Learning difficulties – children whose learning progresses at a slower pace
- Speech and Language
- Behaviour
- Dyslexia (difficulties with reading, writing and spelling), Dyspraxia (problems with motor skills, organisation), Dyscalculia (difficulties with number work)
- Autism
- ADD/ADHD (Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder)
- Downs Syndrome/ Cerebral Palsy
- Other Physical/Medical Needs

If you would like more detail about the above information then please see our [SEN information report](#) on our website.

How does Swan Lane help children with Special Educational Needs?

Children learn and develop in different ways. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools must provide for all children. However, many children, at some time in their school life, need extra help.

Children who need that extra help will be placed in specific intervention groups relating to their area of need. If there is continued concern, as the expected progress is not being made, the child will be placed on our SEN register and monitored using a graduated response. Advice may also be sought from outside agencies and your child may have a formal assessment and require to be placed on a Class/Individual Provision Map (IPM). Your child may also require some 1:1 support from a Teaching Assistant.

If there continues to be no sufficient progress after a sustained period of time, it may be considered that your child needs a statutory assessment/EHCP (Education Health and Care plan) and may require to have more continuous 1:1 adult support.

If you would like more detail about the above information then please see our [SEN information report](#) on our website.



What does it mean if my child is on the SEN Support Register?

If your child is on the SEN Support Register these are some of the things you can expect from our school:

Your child's class teachers will be finding ways to support them in class such as:

- Changing the way lessons are planned and delivered
- Matching activities to the ability / need of your child (differentiation)
- Adapting learning materials such as worksheets, books and ICT activities to suit your child's needs
- Small group support
- The teacher will work in partnership with you and the SENCO to find ways to support your child with their needs, including giving you ideas on how you can help your child at home
- School staff should set targets for your child which will be shared with you, either during Parents' Evening or a Review Meeting. They may record this on an Individual Provision Map/Target Sheet.
- The school should seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would: Carry out further assessment of your child's needs, Provide advice to schools on how to best support your child, Suggest resources that would help your child make progress

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What is a Provision Map?

A Class Provision Map or Individual Provision Map says what the school, the class teacher and the SENCO plan to do to help your child learn. All teachers should be aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

A Class Provision Map states what interventions all children can access within their class. If a group of children are falling behind for example in 'Phonics', a specific intervention group will be provided for this. Children will be placed in intervention groups dependent upon their need and some children will require longer interventions than other.

Individual Provision Map Targets will be written especially for your child. They should include short term targets for your child which are linked to their needs.

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What is a Statutory Assessment?

If your child's needs are very complex and/or severe the school may ask the Local Authority to carry out a Statutory Assessment which are now called EHCPs (Education, Health & Care Plans):

- This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue a Statement of Special Educational Need for your child.
- As a parent/carer you also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- Statutory Assessment is only appropriate for a small number of children. Your school SENCO or the Parent Partnership Service will be able to advise you about this.

If the Statutory Assessment shows that your child needs a Statement/EHCP they will produce a detailed individual plan advising schools what they must do to support your child.

If your child has a Statement of Special Educational Need the school must:

- Hold an Annual Review Meeting to which you and other professionals must be invited.
- Provide your child with the full range of support specified in their statement. This usually equates to additional 1:1 support for some of the school day, or more specific 1:1 interventions.

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We hope this information has helped you to understand how schools support children with Special Educational Needs. If you would like to talk to someone about your child's needs please call into school to see the Head Teacher, Class Teacher or SENCO.

If you are concerned that your child's Special Educational Needs aren't being met or your child isn't making progress, please talk to their class teacher or Mr Morgan our SENCO about the support for your child.

Thank you for working with us to help your child enjoy school and enjoy learning.

