

### Education, Health and Care Plans

Some children with very complex needs will have Education Health and Care Plans. The government hopes to encourage Schools, Health, Social Care and other agencies to work together to meet the needs of these children.

If you are concerned about the progress of your child, in the first instance please contact their class teacher to discuss your concerns.



Finedon Schools' Special Educational Needs Coordinator is Miss Felicity Pettitt.

[She can be contacted at the Infant School on:](#)

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or

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### Useful contacts:

**Information Advice and Support Service for SEND in Northamptonshire:**

**01604 636111 or [www.npps.info](http://www.npps.info)**

**Northamptonshire Local Offer**

**[www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)**

The website has lots of information on the Local Offer. It provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs and/or Disabilities (SEND). It contains information about education, health, social care, preparing for adulthood and leisure. The Local Offer website also gives information on support for you as a parent / carer, understanding what SEND means for you and your family.

# Finedon Schools



*Finedon Infant School*

## Special Educational Needs Information for parents

At the Finedon Schools, all children are encouraged and supported to reach their full potential whatever their ability or need.

Our teachers regularly assess learning and plan and deliver lessons that take into account the range of abilities and skills of the children within their class. The majority of children consequently make good progress.

However, some children don't! If this happens then the class teacher will try different approaches, use additional resources and provide some extra support for the child within the classroom. The class teacher will talk to the parents and may also suggest that the child has hearing and / or eyesight checks.

If a child continues to fall further behind despite the class teacher's best efforts, further assessments may be undertaken to determine the cause(s). These assessments may take the form of classroom observations or tests. Sometimes these are carried out by school staff or an external professional. If these assessments identify a special educational need. Then extra provision will be made for the child.

The Government's definition of Special Educational Need in the SEN Code of Practice 2015 is: 'A child has SEN if they have a learning difficulty or disability which calls for 'special educational provision' to be made for them and they have **significantly** greater difficulty in learning than the majority of others of the same age.'

Broad areas of special educational need are defined in the SEN Code of Practice 2015 as:

### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and specific learning difficulties (SpLD), which may affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which show themselves in many ways, such as becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.