



A Parent and Carers Guide to SEN Support
at
Southfield Park Primary School

What are Special Educational Needs?

At Southfield Park we regard pupils as having SEND* if they have a difficulty which calls for special educational provision to be made, which is significantly different from their peers. This may be a difficulty which leads to:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders their access to facilities or the Curriculum.

The SEND code of practice 2014 states that a pupils have special educational needs if they have a difficulty which calls for provision to be made which *is 'additional to or different from differentiated curriculum plans.'* Areas of need are broken down into 4 separate categories:

- **Communication and Interaction** (*for example speech and language difficulties or social communication and interaction difficulties*)
- **Cognition and Learning** – *which covers a wide range of needs, including moderate learning difficulties and specific learning difficulties such as severe dyslexia*
- **Social, emotional and mental health difficulties** – again this covers a wide range of needs such as severe anxiety and ADHD.
- **Sensory and physical needs** – some children may require special educational provision because they have a disability or medical condition which prevents or hinders access to the educational facilities generally provided

**The term SEND means Special Educational Needs or a Disability*

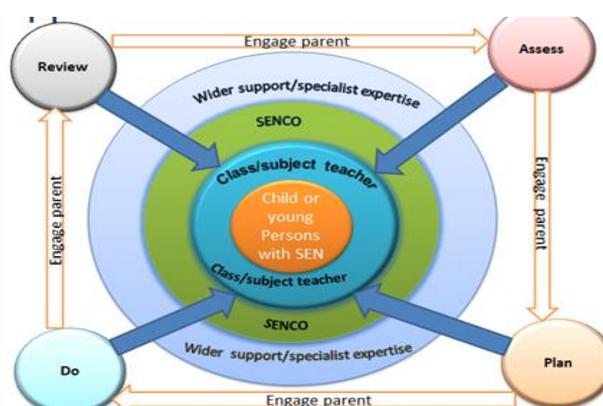
What can you do if you are worried that your child may have difficulties?

If you have any concerns about your child the first person you should see is their class teacher. The class teacher will then discuss these concerns with the school's Special Educational Needs Coordinator (SENCO) who will support the teacher in agreeing an appropriate response. Following this discussion and a period of monitoring, if it is decided that SEN support is **not** required your child's needs will continue to be met through the appropriately differentiated Curriculum in class.

How are SEND needs met at Southfield Park?

The Code of Practice states that where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision (*support packages*) in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. This provides us with a growing understanding of the pupil's needs and of what support is required to ensure good progress and to secure good outcomes for each child. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match the support to the needs of the child.

The Graduated Response



How will I know if my child have been added to the SEND Register and is receiving additional support?

Following a period of assessment a decision will be made about whether your child needs additional SEN support. If your child is identified as needing additional SEN support you will be invited into school to discuss the next steps and their individual support plan.

Individual Support plan (ISP) for children with SEND

Each term, parents/carers will have the opportunity to meet with class teacher and, if needed, the SENCo or Inclusion Leader. During the meeting, parents/carers will have the opportunity to discuss their children's current educational needs and progress. Short term targets and details outlining additional provisions and interventions to support your child will also be shared with you via Pathway Plans and One Page Profiles.

One Page Profile

One Page Profiles are used so that all teaching staff have an overview of your child's needs and to ensure that all pupils are fully involved in their own learning. A One Page Profile has three sections: an appreciation about the child, what is important to that child and how to support them well. Profiles are compiled with the children's, teacher's and parent's input and provide practical advice on how best to support your child at school , both in the class and at playtimes.

An example of a One Page Profile

Surrey education, health and care plan for: Beth



What people like about me and what I like about myself

- She is clever and cool
- She is funny
Beth is very pretty and always kind
- She is trendy and sporty
- She is happy and thoughtful
- She is fun to be with

- I am good at playing piano



What is important to me

- Drawing with water pastels and doing pictures.
- Chatting to my friends in Golden Time.
- Playing with Siobhan, Heather, Abbey and Sophie.
 - Playing with my Bratz dolls.
- Watching TV - my favourite is Merlin.
- Making things like Playdough cakes and things out of salt dough.
- Having friends for a sleepover and making dens.
 - Going on a trampoline.
 - Watching DVDs (with popcorn!).
- Going to bed with my favourite soft toys.
- Having pizza for school dinners.



How best to support me

Beth is quiet at school but underneath has lots of energy and a very lively personality which people who know her well get to see. She needs to release this energy by doing energetic things such as singing and dancing, otherwise she can, in her own words get 'giddy'.

Beth is very good natured and often puts other people's wishes before her own. She sometimes needs encouragement to put forward what she wants or is happy with.

Beth can get anxious about certain issues or situations and this could appear to others that she is being difficult. If she appears difficult, talk to her about what the issue is and she usually needs lots of reassurance.

Date: _____

A Pathway Plan

A Pathway Plan (individual support plan) is completed for all children on the SEN Register and these are shared with children and parents during termly meetings. Pathway Plans identify short term targets linked to your child's specific areas of need and also identify specific strategies for support and any additional interventions that your child will receive. Pathway Plans are intended to be a positive way of involving children in monitoring their own progress and achievements. Pathway plans are shared at termly meetings.

Interventions and Additional Provision

When children are identified as having special educational needs they will have access to additional support at school. This is mainly delivered through small group teaching in class, access to personalised resources and additional adult facilitation in lessons. Where appropriate children will have access to a range of interventions which are specifically targeted towards an area of need. These include: small group tuition, social skills groups (Emotional Literacy Support – run by our ELSA) and tried and tested interventions such as Early Literacy Support (ELS) and 1st Class @ Number. Some children may require more intensive interventions such as Precision Teaching, Speech and Language or Reading Recovery. These are mainly delivered in 1:1 sessions.

Specialist support and working with outside agencies

On occasions it might be felt that a child would benefit from input from outside specialist services. We work closely with a range of agencies who can provide expert advice on how best to support children's needs in school. The trigger for outside agency support

could be that despite receiving support within school, a child continues to struggle to make progress in a targeted area. Our specialist support agencies are primarily run by NHS , or Surrey CC. They include:

SALT – Speech and Language Therapy

EP – Educational Psychologist

LLS – Learning and Language Support

BS – Behaviour support

OT – Occupational Therapy

LB – Linden Bridge Outreach Service

SYC – Surrey Young Carers

Parental permission is sought prior to referrals being made to outside agencies.

What happens when SEN Support is insufficient to meet my child's needs? – Requesting an Education, Health and Care plan (EHCP) assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN needs of a child, the child has not made expected progress over time, the school and/ or parents can consider requesting an Education Health and Care Plan needs assessment. More details about EHCps can be found on the Surrey SEND website: www.surreysendlo.co.uk .

What if my child has a medical need/disability?

If your child has a medical need or disability, please complete a care plan with the school. Our medical policy is available on our website and is available as a paper copy upon request.

Where can I find out more information about SEND support?

The provision within Southfield Park is detailed on our website where you can view our SEND Policy, SEND Information Report and Whole School Provision Map. You can also find information about our ELSA (Emotional Literacy Support) in this section of the website.

<http://www.southfield-park.surrey.sch.uk/inclusion>

Local offer

Local Authorities are required to publish a 'local offer' which provides information about the provision available to children with special educational needs. This website is particularly useful for parents of children with EHCP's as it provides advice on Annual reviews, Transition Reviews and a guide to specialist schools within Surrey.

Surrey Local Offer website:

www.surreysendlo.co.uk

Funding SEN support at Southfield Park Primary School

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. This support is identified within our whole school provision map. Where 'the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold' an EHCP may need to be considered.

Support at Southfield Park Primary School:

<http://www.southfield-park.surrey.sch.uk/inclusion>

Inclusion Leader: Mrs Julie Crawford

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