

Special Educational Needs and Disabilities (SEND)



A GUIDE FOR PARENTS

Introduction

At Hazelmere, staff and parents/carers work closely together to ensure all pupils have an enjoyable and enriching time at school. Some pupils need a more personalised approach in order to achieve their potential. Early identification of additional needs, along with carefully planned differentiation and support, enables pupils to successfully access the curriculum and become more independent learners.

How we identify additional needs

Data

We monitor pupil progress regularly and formally every term. If a child is not seen to be progressing then the class teacher will support areas of weakness with quality first teaching, multi-sensory teaching and learning styles and modifications to the learning environment.

If this fails to produce a result, then the class teacher will discuss concerns with the SENCO. Together they will formulate further ways in which the pupil can be supported. This support may be Wave 2 boosting provision such as Project X, or Wave 3 intervention programmes such as Catch Up.

Feedback

- We value feedback from parents and encourage active communication between home and school, often through home/school reading diaries.
- Class teachers and teaching assistants are always looking out for any strengths and weaknesses shown by pupils.
- Pupils themselves may express concerns or feel they are struggling with parts of the curriculum.

How we support pupils

Wave 1 - in addition to the quality first teaching supplied to all, the class teacher will make some slight modifications in teaching and support in order to accommodate various learning styles and the needs of individual pupils.

Wave 2 - in addition to the above, the class teacher, in conjunction with the SENCO, will plan and deliver support beyond that normally provided. This may be on an individual or group basis and often involves additional adult support from teaching assistants. Progress will be regularly monitored and reviewed by the class teacher and SENCO and discussed with pupil and parents.

Wave 3 - when insufficient progress is made or the pupil's needs prove more complex, outside specialist help may be requested. This could involve a Speech Therapist, Educational Psychologist, Occupational Therapist, Specialist Teachers or the School Nurse.

Education Health Care Plan - in rare situations where a pupil's needs are so complex that they cannot be met successfully by the above methods, an assessment request for an EHCP may be considered necessary. This can be requested by school, parents, medical or social professionals. The EHCP is a statutory, legal document that involves a multi-disciplinary team working together to assess a pupil's needs and devise a plan of support.

Outside Agencies

With parental permission, a pupil may receive support from any of the following:

Educational Psychologist	Specialist Teachers
Speech Therapist	Occupational Therapist
School Nurse	MIND
CPOC (Vision Clinic at Essex County Hospital	CAMHS

Parents will always be supplied with copies of specialist reports and the SENCO and class teacher will be available to discuss findings where appropriate.

How we monitor progress

Pupils are supported through a graduated approach, involving regular assessment of needs and planning and provision of support followed by a review of progress. Where desired outcomes have been achieved, it may be decided to end support. Otherwise another cycle of more enhanced support may be required.

You can keep up to date with your child's progress by:

- attending termly reviews with the class teacher and SENCO to find out outcomes on their education plan;
- attend parents' evenings to see their work, talk to teacher, discuss their attainment levels and next step targets;
- maintain a dialogue with class teacher in home/school reading diary;
- refer to end of year reports;
- attend class assemblies;
- speak to your child - find out what they have done and how they feel about their work and school in general.

How you can support your child

- speak to class teacher or SENCO;
- attend reviews, parents' evening and other meetings / events offered;
- keep the class teacher informed about any changes that may impact on your child's performance and any successes outside of school;

- read with your child regularly;
- play games with your child, make learning fun;
- talk with your child, model good speech and widen their vocabulary;
- encourage them to join clubs / activities in and out of school.

Contact

If you are concerned about your child's progress your first point of contact should be the class teacher or SENCO (Mrs D'Anna).