



# SEND

## A guide for Parents and Carers

Inclusion means **all** children, whatever their needs, are welcomed into school, and supported to take an active part in all areas of school life to become integrated member of our school community.

At Edwalton Primary School, **our main aim is for children to be happy and successful.** For children to be happy, they need to have a good self-image, a feeling that they are valued and that they are making progress. For children to be successful, the staff have to cater for all the different aspects of a child's development

### How do we know who needs help?

Information comes to us in many different ways:

- from you
- from pre-school or our Nursery
- from Early Years Support Services/SFSS
- from staff working with your child
- from other people working with your child
- from listening to and observing your child
- from tests, assessments and tracking systems in school

### What does school do to help?

There is a national **Code of Practice** which helps ensure children have access to a similar system of support whichever school they attend.

- **Many children** may receive help in class through work which matches the way they learn.
- **Some children** will have extra help from another adult to achieve targets and be placed on a school provision map
- **A few children** may benefit from support and advice from other sources and specialists and a targeted support plan
- **A very small number of children** will have exceptional needs that require the school to request support from the Rushcliffe Family of schools or Children and Young People's Services

### How can you help?

? **Make sure school knows about any major changes in your family or worries you may have**

? **Encourage your child with reading, spelling and homework**

? **Try to come to all meetings such as parents' evenings and arrange meetings with the SENCo if you have concerns**

? **The most important help you can give is continual encouragement and praise**

**We'll achieve the best results if we work together!**

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age in local schools, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age”

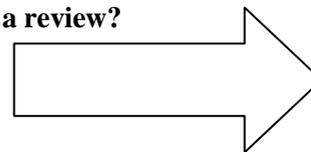
### SEN Code of Practice (2014)

There is a wide range of reasons why children may need extra support. Sometimes these needs are only short term, others may continue through a child’s school life and some children may have a specific diagnosis. The needs generally fall into one or more of the following categories....

<p><b>Cognition and Learning</b> Indications may be:</p> <ul style="list-style-type: none"> <li>• delayed language development</li> <li>• memory difficulties</li> <li>• limited concentration</li> <li>• difficulties with independent learning</li> </ul>	<p><b>Communication and Interaction</b> Indications may be:</p> <ul style="list-style-type: none"> <li>• difficulties in following instructions, routines and maintaining attention to task</li> <li>• tendency to display obsessive behaviours and/or inappropriate language and communication - can result in loss of friends or distracting teaching staff</li> <li>• uneven progress between subject areas due to problems with particular aspects of learning</li> <li>• uneven developmental profile</li> </ul>
<p><b>Behaviour, Social and Emotional</b> Indications may be:</p> <ul style="list-style-type: none"> <li>• incidents of disruption/ disaffection</li> <li>• additional difficulties in areas of learning and cognition, communication, and or physical/sensory needs</li> <li>• difficulty remaining on task results in frequent disruption</li> <li>• progress below expectations in many areas - often associated with frustration and disaffection</li> <li>• difficulties sustaining appropriate peer relationships</li> <li>• fluctuations to mood and unpredictable attitudes to learning tasks -</li> <li>• periods of uncooperative behaviour and withdrawal</li> </ul>	<p><b>Sensory and Physical</b> Indications may be:</p> <ul style="list-style-type: none"> <li>• does not make expected progress with support of additional equipment and appropriate curricular approaches</li> <li>• experiences difficulties undertaking some tasks/working at the same pace as peers</li> <li>• exhibits signs of increasing fatigue towards end of day/session</li> <li>• may show signs of frustration in classroom/setting</li> <li>• experiences difficulties forming relationships with peers</li> <li>• isolation during lunch/social times</li> <li>• a specific disability eg hearing or sight loss</li> </ul>

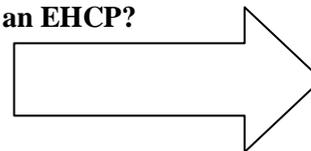
## Different terms explained that you may find in our SEN Policy

**What is a review?**



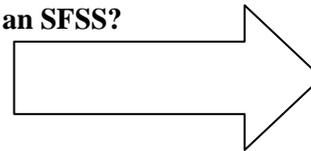
A meeting (in addition to the normal parents’ evenings) for the parents/carers and other agencies who support a child with special needs.

**What is an EHCP?**



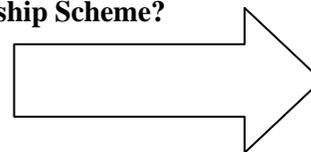
Where children have complex and persistent needs parents and school can request an Educational and Health Care Plan. This brings together information from education, health and social care. Information about EHCPs can be obtained from school, Parent Partnership or from the local authority.  
<http://www.nottinghamshire.gov.uk/learning/schools/special-educational-needs>

**What is an SFSS?**



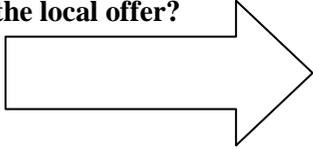
Schools and Families Specialist Services (SFSS) offer Teaching, advice, support and training for pupils with the most complex needs, and for the staff who work with them. This service is accessed by a referral from school

**What is the Parent Partnership Scheme?**



An organisation which offers support and advice to parents of children with special educational needs.  
TEL: 0115 9482888

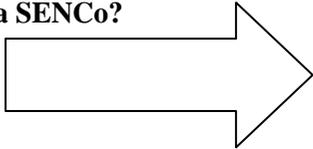
**What is the local offer?**



The local offer is the services that are available in Nottinghamshire. More information is available at:  
<http://nottinghamshire.sendlocaloffer.org.uk/>

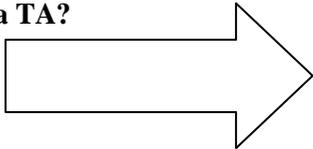
As part of the local offer the Edwalton SEND policy sets out our aims and provisions in more detail. (see Edwalton School website)

**What is a SENCo?**



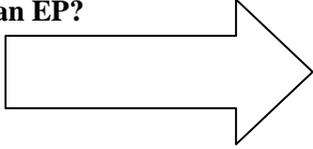
Special Educational Needs Co-ordinator is a member of staff responsible for keeping an overview of special needs in school.

**What is a TA?**



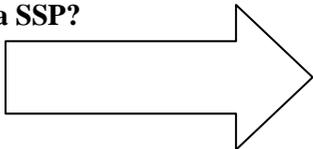
A Teaching Assistant (TA) works alongside the class teacher and supports groups of children and individuals to access the curriculum and reach their targets.

**What is an EP?**



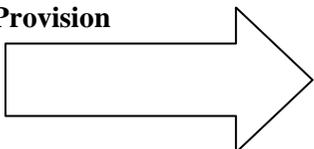
A person trained to make judgements on children's educational development. These children are complex cases.

**What is a SSP?**



An SSP is a SEND Support Plan which sets out small step focused targets and how they will be achieved. These are used for children who are registered as SEN support on the SEN register.

**What is a Provision map?**



A whole school provision map is kept for those children who are having interventions and classed as 'monitoring' on the SEN register. It records pre and post assessments of short timed specific interventions.

**More detailed information on what we offer can be found in the school SEND policy available on the school website.**

**If you want know more or have any queries or concerns please phone 0115 9144221 and ask for Annabel Holmes, our SENCO**

**or email [aholmes@edwalton.notts.sch.uk](mailto:aholmes@edwalton.notts.sch.uk)**

**or contact your child's teacher.**