



Shustoke C of E Primary School

Special Educational Need and Disability

Leaflet for Parents

Compassion
Hope
Wisdom
Perseverance
Respect
Forgiveness



At Shustoke C of E Primary School we are committed to providing an accessible learning environment which improves the life chances of all of our children, whatever their backgrounds, skills and capabilities.

Our Contribution to the Local Offer



Our aim at school is to help your child achieve the very best that they can. During their time with us, there may be times when we, or you feel that they need some additional help or support with their learning or emotional well-being.

This leaflet is to let you know the types of support available. It will help you understand who can help and how this support can be accessed.

What if my child is not progressing as well as they should?

All children at Shustoke C of E Primary School receive high quality teaching. This means that a range of teaching and learning styles are used, and that learning objectives are set to match the specific needs of each child.

Some children might need additional support; this might be through extra support from the class teacher, a teaching assistant and/or the use of differentiated or special resources.

Some children may also need support at break and lunchtimes. Our Midday Team have been trained in promoting positive play and we have children from Year 6 who undertake the role of Play Leaders. They support children with developing their play and social skills and organise playground games.

All children are assessed at regular intervals throughout the school year. These assessments tell us how well a child is attaining according to their starting point. All teachers, teaching assistants and Senior Leaders regularly review children's progress, attainment and emotional well-being. It is at this time that children may be identified as having a need and reasonable adjustments are made to support this.

You will be informed about your child's general progress during termly parent consultations and your child's End of Year Report. We listen carefully to what parents have to tell us about their child, what they have to say is really important to us.

What are the categories of SEND?

Some children may need support in one or more areas of their learning and usually intervention and adaptations can overcome these barriers.

The four categories of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

The extra help that a child receives will be matched to their level of need and will be differentiated or personalised. This is called the 'graduated response'. These arrangements are reviewed on a half-termly basis.

Following these reviews, some children will be given the opportunity to access a catch-up intervention programme for a few weeks. If a child isn't making progress, or isn't making enough progress, then the class teacher will consult the school's Special Educational Needs and Disabilities Coordinator (SENDCo.)



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What happens next if a child isn't catching up?

The SENDCo. may feel that it is in the best interests of the child to place them on the SEND register at this time. School may also feel that it is necessary to access support from external agencies to help children overcome their difficulties, such as Speech & Language (SALT), Educational Psychologist (EP), Specialist Teacher Service (STS), Occupational Therapist (OT), or the School Nursing Team.

A few children will need extra help for some, or all of their time in school.

This means they may have difficulty with:

- Reading, writing or maths
- Understanding information
- Expressing themselves
- Understanding what others are saying
- Organising themselves
- Some kind of sensory or physical need
- Managing their emotions
- Making friends or relating to adults
- Speech and language



If your child accesses additional support from external agencies, they will be placed on the SEND register. You will be informed about this and provided with an Individual Learning Pathway which sets out the individual targets that your child is working towards meeting. These targets will be reviewed regularly and you will be invited to a review meeting three times a year.

If after a period of monitoring, a child is still not progressing on the SEN support stage, we will consult parents.

In a small number of cases, if a child's needs are severe and/or complex, we will need to apply to the Local Authority (LA) for an EHC assessment which might result in an EHCP. This will depend on evidence supplied by school and external agencies, provision that has already been offered and the impact of the provision as part of the graduated response to SEND.

The LA will look for evidence that the child's needs have been:

- carefully assessed
- provision has been carefully planned to address the needs
- the provision has been consistently carried out to meet those needs
- the provision has been thoroughly reviewed at the end of each term

This is known as: ASSESS → PLAN → DO → REVIEW

If an EHCP is agreed by the LA, it will be monitored closely, reviewed termly and evaluated thoroughly through the annual review process.





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Who should I contact if I have any concerns?

If you have any concerns about your child's attainment, progress or emotional well-being, please talk to your child's class teacher first. They know your child best and have many strategies that they can share with you.

If you still have concerns after meeting with the class teacher, you are very welcome to make an appointment with:

Mrs Emma Davison (SENDCo/Deputy Headteacher) or

Mrs Julie Babbs (Inclusion Coordinator/Senior Mental Health Lead).

They can be contacted via the school telephone number **01675 481319** or senco3207@welearn365.com.



Shustoke C of E Primary School

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Quotes from our OFSTED report January 2022

'Teachers adapt curriculum plans to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND).'

'Pupils with SEND and disadvantaged pupils are supported effectively'

'Strong pastoral support means pupils get the help and advice they need.'