

What are Special Educational Needs and Disability?

A special educational need (SEND) can be a number of different things. A student has SEN where their learning difficulty or disability calls for provision which is **different from** or **additional to** that normally available to students of the same age.

For example, a student may be having problems with reading, maths or behaviour, which school can help by putting extra support in at school and by working in partnership with yourself.

For some students this may be a temporary difficulty, while others may have a long-term need.

There are four broad areas of special educational need:

1. Communication and interaction (C&I)
2. Cognition and learning (C&L)
3. Social emotional and mental health difficulties (SEMH)
4. Sensory and/or physical needs (S/PD)

Within these areas, categories of need could include:

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Dyslexia (difficulties with reading, writing and spelling) SpLD
- Dyspraxia (problems with body movement and co-ordination, organisation)
- Dyscalculia (difficulties with number work)
- Autism Spectrum Disorders (ASD)
- ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder)

Did you know?

At one point in their lives up to 20% of children/young people (1 in 5) need support for a Special Educational Need.

How does St. John's help young people with Special Educational Needs?

St. John's uses a 'graduated approach' to meet the needs of young people with additional needs.

Children learn and develop at different paces and in different ways.

Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called **Quality First Teaching**. All young people should be challenged to do their best and make good progress. The needs of the vast majority of young people should be met through QFT. Students on the AR Register fall into this category.

Students follow a broad and balanced curriculum. Where students require additional support, resources or extension materials will be provided wherever possible. Some students require a modified curriculum.

We will:

- Talk to parents/carers if we think their child has a special educational need and let them know what special help the school is giving
- Appoint a member of staff as the Special Educational Need Co-ordinator (SENCO)
- Have a written Special Educational Needs policy – a copy is available on request
- Take account of the Special Educational Needs (SEN) Code of Practice

What does the SENDCO do?

SENDCO – Special Educational Needs and Disabilities Co-ordinator

If your child has an identified Special Educational Need the SENDCO will:

- Work with you to discuss your child's needs and listen to any concerns you might have
- Endeavour to provide the right support is put in place for your child
- Advise other teachers and colleagues on how to help your child
- Arrange training for staff so they understand your child's needs
- Where necessary, work with other professionals who may be able to support your child to reach their potential. Other professionals may include (but is not limited to):
 - Specialist advisors and teachers
 - Medical professionals
 - Educational psychologists
 - Occupational therapists
 - Sensory Support Service
 - Speech and language therapists
 - CAMHS – Child and Adolescent Mental Health Service
 - One Point Service

How are Special Educational Needs Identified?

Some students starting at St. John's may have already been identified as having Special Educational Needs. Those needs may have been identified by:

- You, as parent or carer;
- A primary school class teacher;
- A health visitor;
- Another medical professional

If it seems that your child may have unidentified special educational needs, the Special Needs Co-ordinator (SENDCO) will assess:

- What your child is good at and what they need help with;
- What your child would benefit from learning;
- How best to help your child learn

Information about your child's targets and any extra support they receive at school may be recorded on a Pupil Profile, Support Plan or Provision Map.

Children thought to have special educational needs will be placed on the school's special educational needs register according to their level of needs:

1. SEN Support Short Note (may take the form of emails noting a query or concern from a member of staff)
2. SEN Support
3. Statement/ Education Health Care Plan

The level of support needed and received by pupils may change throughout their time at school. The SEN register reflects this and is a dynamic document and reflects the graduate response.

What are Pupil Profiles, Support Plans and Provision Maps?

Young people whose level of need means that they need provision which **is additional to and different from** provision available to all students may have a Pupil Profile, Support Plan or Provision Map.

The above documents will be available to school staff so that suitable learning opportunities and challenges may be offered.

Support Plans and Provisions maps detail the support that is required for a young person to make progress.

St. John's will share copies of Pupil Profiles or Support Plans with parents / carers and young people.

Young people will be consulted as to what information they would like to share on their Pupil Passport.

Parents/ carers and the young people themselves (where appropriate) will be involved in the Assess, Plan, Do, Review process.

What is SEN support?

SEN School Support Plus is used where a SEN Short Note and Quality First Teaching has not helped your child make adequate progress. At SEN Support the school will seek external advice from an educational psychologist, the LA's support services, the local Health Authority or from Social Services.

If your child is receiving SEN Support level of support these are some of the things you can expect from St. John's:

- Continuation of all help your child receives at QFT stage;
- Teachers, teaching assistants and the SENDCO will continue to work together to find ways to support your child in school;
- The school should seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:
 - Carry out further assessment of your child's needs
 - Provide advice to schools on how to best support your child
 - Suggest resources that would help your child make progress
- You should receive copies of any planning to meet your child's needs (Pupil Profile/ Support Plan/ Provision Map)
- Your views will be important in planning for your child's education. Regular reviews and Parents' Evenings or provide the opportunity to review progress.

This extra support should be enough to support your child so that better outcomes can be achieved.

However, a very small number of young people may need further support and the school may suggest applying for an Education Health Care Plan via a Statutory Assessment.

What are Education Health Care Plans?

If your child's needs are very complex and/or severe a request can be made for the Local Authority to carry out a Statutory Assessment for an Education Health Care Plan (EHC).

NB: EHCPs are replacing Statements of SEN. All pupils currently with a statement of SEN will be reassessed for conversion to an Education Health Care Plan by the end of 2017.

- This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide reports
- At the end of the assessment phase the Local Authority will consider the advice to help decide whether or not to issue an Education Health Care Plan for your child.
- As a parent/ carer you also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.

If the Assessment shows that your child needs an Education Health Care Plan, a detailed individual plan will be produced advising the school as to what they must do to support your child.

If the plan specifies health care provision the responsible commissioning body (usually the local clinical commissioning group) must arrange it.

If your child has an EHC the school must:

- Hold an Annual Review Meeting to which you and other professionals must be invited.
- Provide your child with the support specified in their statement / plan. This usually equates to additional support for a part of the school week and may be group or individual support

We appreciate this is a very complicated process so please seek advice from our school SENDCO or SENDIAS Service.