

# Errington Primary School

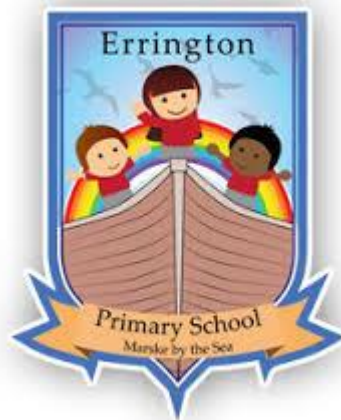
## SEND Parent Handbook


For more information please visit our school website:

[www.erringtonprimary.co.uk](http://www.erringtonprimary.co.uk)

or access the Local Offer at:

<https://informationdirectory.redcar-cleveland.gov.uk/local-offer-send>





At Errington Primary School, we are committed to ensuring that all children who walk through our doors reach their potential through accessing quality first teaching that is carefully tailored to accommodate their individual needs. Every child is unique and therefore learn in different ways and our broad, balanced and engaging curriculum reflects that.

As a school, we acknowledge that there are a number of factors that can affect and influence attainment and achievement. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability. However, many pupils will experience difficulties at some point during their academic lives that can create barriers to their learning. Whether these barriers are long or short term, as a school we will strive to put in place the best provision possible, and set high expectations so that every child can succeed.

Errington is proud to be an inclusive school and our aim is to ensure all children achieve their maximum potential by supporting them holistically and by identifying and celebrating their strengths and interests as well as addressing their barriers to learning. We are proud of all of our students and aim meet the needs of all of them in our mainstream setting wherever possible.

### **SEND/Welfare Team**

At Errington Primary School, the needs of our pupils with additional needs are monitored by a team of people:

Mrs Rule - Head Teacher/Designated Safeguarding Lead  
Miss Matthews - Special Educational Needs & Disabilities Coordinator (SENDCo)  
Miss Edwards - Pupil Premium Coordinator  
Miss Bennison - Mental Health Lead  
Mrs Monica Wheeler - Governor for SEND

### **The role of the SENDCo**

The Special Educational Needs & Disabilities Co-ordinator for Errington Primary School is Miss Matthews.

The SENDCo will:

- Work in conjunction with staff to identify and monitor children who have SEND.
- Attend regular meetings with each year group to review progress.
- Oversee the SEND records of all children on the SEND register.
- Arrange assessments where appropriate and ensure parents are kept informed.
- Liaise with external agencies e.g. Educational Psychologist, Health and Social Services etc.

- Work with the Head Teacher, SLT and SEND Governor evaluating information and informing them of any issues.

### **Special educational Needs and Disabilities (SEND)**

Pupils with SEND have additional difficulties and/or disabilities which can make it difficult for them to learn compared to most pupils of the same age. As a result, these pupils may need additional support from that given to others.

Many pupils may have SEND of some kind at some stage during their education. A range of support from early years providers (e.g. nurseries, childminders), mainstream schools, colleges and other organisations can help most children succeed with some short or long term changes to their practice and/or with additional support.

Children and young people with SEN may need extra help because of a range of needs including;

**Communication and Interaction** - Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language, understand how to communicate effectively and appropriately with others. (examples include: ASD, selective mutism, stammering)

**Cognition and Learning** - Where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance (examples include specific needs in literacy or numeracy such as dyslexia or dyscalculia).

**Social, Emotional and Mental Health**- Where children and young people have difficulty in managing their relationships with other people, are withdrawn, behave in ways which hinder their and other children's learning or behave in ways which have an impact on their health and wellbeing. (examples include ADHD, anxiety, attachment difficulties)

**Sensory and/or Physical Needs** - Where children and young people with visual and/or hearing impairments or a physical need that means they must have additional ongoing specialist support and equipment.

Some pupils with SEND may have needs in more than one of these areas.

### **English as an additional language (EAL)**

The law states that children and young people do not have learning difficulties just because their first language is not English. However, some of these children and young people may have learning difficulties as well.

## **Disabilities**

Children and young people who have SEN may also have a disability. A disability is described in law (Equality Act, 2010) as, 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act (2010) requires early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' - people also need to think in advance about what disabled children and young people might need.

## **Local Offer**

Every local authority must identify the education, health and social care services in their local area that are provided for children, young people and families who have SEND and include them in an information directory called the Local Offer.

The Local Offer is a free information directory that shows what support or provision is available in our area for children and young people with special educational needs and/or disabilities aged 0 - 25 years old and their families. This can be found below, on our website and in our SEND Information Report.

<https://informationdirectory.redcar-cleveland.gov.uk/local-offer-send>

## **SEND Support**

Any support your child gets from Errington Primary should meet their needs. If your child has SEND, they will be able to access help, known as 'SEND support'. Your child may be on long-term or short-term SEND support depending on their needs. These children will be added to the school's SEND Register.

SEND support is part of what is known as the 'graduated approach' and in general should work as follows:

- You may be contacted by your child's teacher or SENDCo if school thinks your child needs SEND support.

- Equally, you can approach your child's class teacher if you think your child might have SEND. You will be involved throughout the process, your views will be listened to carefully and you will be kept up to date with the progress made.

The four stages of SEND support are:

### 1) Assess

Your child's difficulties must be assessed so that the right support can be provided. This will include: asking for your views, your child's views, talking to professionals who work with your child (e.g. class teacher) and looking at records and other information. This will need to be reviewed regularly (usually termly) so that the support provided continues to meet your child's needs. This may mean seeking advice and further assessment from specialists such as an educational psychologist, a specialist teacher or a health professional.

### 2) Plan

All those involved will need to have a say in deciding the kind of provision and support that will be put in place. A date will be planned to review provision to check to see how well the support is working and progress towards achieving desired outcomes.

### 3) Do

We will then put the planned support into place. The teacher remains responsible for working with your child on a daily basis. The SENDCo, any support staff or specialist teaching staff involved in providing support for your child will work closely to track progress and check support is being effective.

### 4) Review

The support your child receives will be reviewed at the time agreed in the plan. We will then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

### SEND Support Documents Flow Chart:

Individual Support Plan - The child has a set of targets to help them meet goals that can be achieved through teacher intervention/minimal agency support.



SEND Support Plan - The child has a number of areas of need which require additional intervention or additional agency support is required. A diagnosis may have been given at this stage for ADHD, ASD, dyslexia etc.



SEN Support Plan Plus - As above, but the level of need is so significant that there's a possibility an EHCP may need to be applied for in the future. This document is preparation for this.



Educational Health and Care Plan - Complex needs identified and requires a higher level of support. The Local Authority determine who gets these.

### **Education, Health & Care Plans (EHCPs)**

At Errington Primary, we will often be able to meet the needs of children through SEN support. However, there are times when a child needs a more intensive level of specialist help that cannot be met from the resources available to schools.

In these circumstances, you or Errington Primary could consider asking your local authority for an Education, Health and Care (EHC) needs assessment for your child. This assessment could lead to your child getting an Educational Health Care Plan (EHCP). Some children and young people will have needs that clearly require an EHCP and once the local authority is aware, the process should be started without delay.

An EHCP brings your child's education, health and social care needs into a single, legal document to support your child up until age 25. Your child must have special educational needs to be eligible for a plan. This will all be discussed through the above assess, plan, do and review cycle.

### **Funding:**

If a child's needs cannot be met using the SEND Notional funding that school receives to spend how they see most appropriate on all children on the SEND Register, school can apply for higher needs funding for that specific child. To do this, school have to prove that a child meets the threshold of certain criteria provided by the Local Authority and that they're spending additional money specifically to meet the needs of that individual child. School will approach you should this be the case for your child.

### **Support**

If you have any questions or concerns regarding your child, please do not hesitate to contact school and ask for your child's class teacher or the appropriate member of the Welfare Team should this be appropriate. Usually, your child's class teacher should be the first point of call to raise any concerns with in the first instance, who will then liaise with the SENDCo and any other relevant parties.