

## **Provision**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Provision from Quality First Teaching and group interventions are recorded and monitored on our class provision maps. These are reviewed termly in line with our pupil progress meetings.

## **SEN Support**

Where children require support which is additional or different to provision which is normally available within the classroom, a Personalised Provision Plan may be used to identify long term targets and individual support needed to help students reach these.

## **LIFT (Local Inclusion Forum Team)/Outside Agencies**

In consultation with parents, we may feel it is in the best interest of the child to seek advice and support from an outside agency including the Specialist Teaching and Learning Service. These services provide schools with additional support or strategies to help children make progress.

## **High Needs Funding**

This is additional funding supplied by the Local Authority for pupils with severe and complex Special Educational Needs in mainstream schools. The school will have sought advice and further guidance from LIFT. Recommendations from professionals will have been implemented and evaluated to evidence an increasingly personalised provision.

## **Educational Health Care Plans (EHCP)**

In a small number of cases a child's needs are severe and complex and the school will apply to the LA for an EHC assessment which could result in an EHC plan. They will then gather evidence about the child's needs and will meet to decide if the child requires specific support. If the EHC is agreed by the local authority, support will be provided, then monitored and evaluated through the annual review process.

## **What do I do if I think my child has Special Educational Needs or if I have any other concerns?**

If you have any concerns about your child the first place to discuss your concerns is with the child's class teacher. They can then organise a meeting and, where necessary, the SENCo can also support during these meetings to develop a plan of action moving forwards. School will then begin to follow the assess-plan-do-review cycle starting by assessing your child's needs.

Where concerns are not solely academic, meetings can be arranged involving the most suitable people e.g. SENCo, Family Liaison Officer etc. In addition, guidance can be offered on agencies best placed to support the child.

It is important that we work together with parents to help all children achieve their best. We value parents contributions and encourage them to raise their concerns with school so that we can work together to help support their child.

More detailed information can be found on the school website under the SEN Information Report or within the school's SEN Policy.

# Information for Parents

## Special Educational Needs and Disability

**How we support the needs  
of all children in our school**

The logo for Inspire Federation features the word 'Inspire' in a large, purple, serif font. Above the letter 'i' is a small red circle containing the letters 'IF'. To the right of the word 'Inspire' are three red stars of increasing size. Below the word 'Inspire' is the word 'FEDERATION' in a smaller, purple, sans-serif font.

Inspire  
FEDERATION

We work most effectively TOGETHER

**Parents, carers and families are by far the most important influences in a child's life. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. The active involvement of parents promotes a learning community in which children and young people can engage positively with practitioners and their peers. Children thrive in environments where all the adults work collaboratively together towards a shared goal.**

## Definition of SEND

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 compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; 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 in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

## Areas of need

### Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

### Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

### Physical and Sensory

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This can result in barriers to learning, a decline in wellbeing or difficulty developing or maintaining healthy relationships. Supporting children with SEMH needs often requires more specialised support which we can source through Early Help and the Emotional Wellbeing Service. Further information can be found at [kelsi.org.uk/earlyhelp](https://www.kelsi.org.uk/earlyhelp)

## What do we do next?

Early identification of special educational needs is vital.

### 1. Assess-

Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENDCo. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

### 2. Plan-

If it is decided that additional provision is required, specific learning programmes, interventions and supports (in addition to those usually on offer in the classroom) are drawn up.

### 3. Do-

The provision is recorded on the school Provision Map and the child's progress is carefully monitored. The SENDCo, class teacher, and support staff, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology.

### 4. Review-

If, despite receiving differentiated learning opportunities a child makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness, there is often the need for greater involvement of external agencies e.g Specialist Teaching and Learning Service (STLS), Speech and Language Therapy, School Nursing Team.