



Special Educational Needs and Disabilities in our School - Our Guide for Parents and Carers

My child is being monitored for SEN, what does this mean?

You child's teacher will tell you if they have concerns about any aspects of your child's educational or social development. They will also share their concerns with Mrs Gascoigne, the Special Educational Needs coordinator. Next, there will be a period of assessment, and often intervention, to find out more about your child's needs and difficulties. The results of this phase will determine if your child needs to go on the school's Special Educational Needs register. Sometimes a child catches up with some focused help, and will go back to being monitored in the usual way. If your child is to be placed on the SEN register, you will be told and a personal support plan will be written and shared with you and your child.

My child is now on the SEN register, what does this mean?

This means that your child will have an individual Learning Plan (LP) that details the adaptations required for them to access learning and details of how they learn best. It will include short term targets and a plan to help your child catch up or learn specific skills. Additional support may be given in lessons or outside of the classroom. Your child will be mainly taught by their teacher and may be supported by another member of staff. Their Learning Plan will be regularly reviewed and shared with you at least three times per year. Targets and provisions will be changed accordingly. Outside agencies may be asked to offer advice, training and support.

I think my child has additional needs, what shall I do?

You should speak to your child's teacher and explain your concerns. All teachers are trained to teach pupils with SEN and they will be able to advise you. You may also request a meeting with our SENCO, Mrs Gascoigne.

My child has SEN, what will happen?

If your child joins our school with an already identified Special Educational Need or Disability, their needs will be met and progress will be monitored by the class teacher and SENCO. Their support will be reviewed three times each year and, if they have an EHCP, an Annual Review will also take place at the relevant time. Ongoing monitoring and assessment will fall into the school's established plan and in line with the SEN Code of Practice.



Concerns: A teacher or parent may raise a concern about a child's learning or development. If they are not making sufficient progress, a period of monitoring will begin.

Stage 1: Monitoring for SEN

Child has been identified as making slower or less than expected progress and a period of monitoring will take place. This may include assessment and intervention and may last 6 weeks.

People involved: Child, parents / carers, teacher, SENCO

Has my child caught up
or are they closing their
learning gap?

Yes: There are no more concerns and your child will continue to be monitored in the usual way.

No: there are still concerns about an aspect of your child's development. They will be added to the SEN register after consultation with you.

Stage 2: SEN Register

A Learning Plan will be written, with an overview about your child and how they learn. It will also have specific targets to address concerns and close gaps. This is shared with the child and parents / carers and reviewed three times per year. Sometimes another professional may be involved to help you and the school best support your child

People involved: Child, parents / carers, teacher, SENCO, other professionals, head teacher

Is my child making rapid progress
and meeting their targets?

Yes: SEN support and targets will be reviewed and the learning plan adjusted. New targets will be set. The cycle of "plan, do, assess, review" will continue.

No: There are still concerns about an aspect of your child's development. Further external help may be sought and they may be referred for statutory assessment at Stage 3.

Stage 3: Further Assessment

Other professionals will be involved and an application may be made for statutory assessment.

People involved: Child, parents / carers, teacher, SENCO, other professionals (e.g. Educational Psychologist, paediatrician, speech and language therapist).

