

## A Parent's Guide to our Inclusive SEND Approach

**All children are unique and learn differently. We take pride in providing equality for all through scaffolding the curriculum to support all learners.**

### Our Personalised Curriculum

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of the children and young people.” SEN Code of Practice (2014, Para 1.24)

As part of our high quality teaching and expectations, we meet the unique needs of **all** of the children through building upon the needs and experiences of our learners within our well-developed curriculum, where vulnerable children are identified and targeted as part of our whole school provision.

This includes:

#### Resources

Individual to the children’s learning needs.

#### Adaptive Teaching

(through questioning, delivery, tasks and outcomes).

#### Our School Values

- Perseverance– I will try again.
- Resilience– It is okay to make mistakes.
- Kindness– I will help you.
- Courage– I will have a go!

Metacognition, through reducing cognitive overload.

For example, revisiting previous learning with quizzes.

Use of Working Walls.

#### Support

By the teacher and teaching assistants.

#### Interventions

Tailored to the individual. For example: Pre and post teaching and specialised programmes

### If this is not accessible to a child they will be assessed for a SEND

**Section 20 Children and Families Act 2014** defines a child as having Special Educational Needs (SEN) if he or she “*has a learning difficulty or disability which calls for special education provision to be made for him or her*”.

A child is considered to have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.

*Please note normally 2 cycles of the ‘assess, plan, do, review’ are given before an IEP is considered. This is to give the intervention, strategy or approach time to be implemented and thus, seeing if there are any improvements.*

### An Individual Education Plan (IEP) will be created

This is used to recognise strengths, weakness and barriers to learning. Both children, parents and teachers will be involved in creating this working document.

Targets are created to enable barriers to learning to be removed so learning can be successful.

Special educational provision is provision that is **different from** or **additional to** that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum.

Difficulties may include areas such as:

Cognition and Learning

Communication and Interaction

Social, emotional and mental health (SEMH)

Sensory and Physical

Medical

When creating an IEP we use SMART targets specific to the individuals' need.



We follow the: Assess, Plan, Review and Do approach when following an IEP. Although an IEP is not a requirement under the SEN Code of Practice 2014, we use these to be able to plan, teach, review and monitor specialised, individual targets for children with SEN; removing barriers to learning.

SEN does not necessarily mean your child will stay on an IEP and receive a diagnosis. It means for this period of time, your child needs **additional to** or **different from** our personalised, universal curriculum.





### **Review**

IEPs will be reviewed regularly to allow new targets to be created. They will be used:

- Throughout the child's school life to allow for good progress

OR

- until there is no longer an **additional to or different from** provision required.



### **Specialist Support**

As stated in the SEN Code of Practice, where a child is making less than expected progress, despite individualised and evidence-based support and interventions, specialist support should be considered by outside agencies.

*Please note, specialist support may be required earlier to allow for early identification of needs leading to effective support and interventions.*



### **High Needs Funding**

This is required if the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.



### **Education Health Care Plan (EHCP)**

A diagnosis is not required at this stage as it is dependent on need. If a child still continues to make less than expected progress despite relevant and purposeful action to identify, assess and meet the special educational needs of a child, an EHCP will be applied for.

## **Roles and Responsibilities**

### **Who is responsible? Who should I talk to?**

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” SEN Code of Practice (2014, Para 6.36).*

#### **1. Class Teacher**

If you have a concern about your child’s learning or development and/or would like to discuss your child’s SEND needs, speak to the class teacher. All teachers are teachers of SEND, which means that the class teacher is responsible for your child’s progress and will adapt the curriculum accordingly.

This might be a conversation you can have at drop off or pick up. Otherwise, please do arrange to have a conversation with your class teacher via phone, teams or face to face.

Alternatively, if the class teacher has a concern about your child, they will contact you to discuss this further and suggest ways moving forwards.

#### **2. SENDCO**

The class teacher might liaise with the SENDCO after having discussions with yourself about any concerns raised. Strategies, interventions or approaches will be discussed and implemented by the class teacher (following the assess, plan, do and review cycle). This will be monitored and reviewed by the SENDCO, with the class teacher.

Please contact the SENDCO if you feel that you are unable to contact the class teacher. This can be via phone, teams or face to face. The SENDCo will then liaise with the class teacher to discuss strategies, interventions or approaches moving forwards.

Alternatively, the SENDCO may be in touch with yourself as a result of speaking to the class teacher to discuss your child further.

#### **3. Senior Leadership Team**

The executive headteacher, headteacher and/or assistant head are available to speak about your child if you have serious concerns that a query has not been dealt with sufficiently.

This information will be passed onto the SENDCo and/or class teacher to coordinate appropriate and efficient strategies, interventions or approaches for your child.