

What support is available for children with SEN and their families?

- Class teachers are available to discuss the progress of all children throughout the year.
- The SENDCo is available to discuss the progress of children with SEND and act as an advocate for children and families.
- Class teachers and/or the SENDCo are able to make links with other agencies to support children and their family.
- Access arrangements for examinations and other assessments (EG. larger text for visually impaired children or additional time for children with learning difficulties).
- Transition- we ensure that there are transition meetings from year group to year group and place particular emphasis on cross Key Stage transition. We also support families and children during High School transition by sharing information and arranging additional visit days where necessary.
- Help for children and families to manage medical conditions in line with the school's Supporting children with Medical Conditions Policy.
- Further information about SEND for families of children with SEND can also be found at www.sendgateway.org.uk
- Where necessary, the school can lead an Early Help Assessment (EHA) with the aim of providing support for children and families at Deepdale.
- School can also lead referrals to other services (EG. Speech and Language therapy) and/or provide data for other referrals, provided that parental consent is obtained.
- Staff receive bespoke training to enable them to support children with SEND.
- We provide Specialist Teacher and Educational Psychology support as needed.
- SEND children are supported with a variety of interventions led by TAs, teachers and other staff as appropriate.
- You can access the local authority's SENDIAS team who provide advice, information and support - Google them or ring 0300 123 6706 to be signposted in the right direction.

Useful Contacts

SENDCo — Natalie Bromby (01772 795586)
Head teacher—Nawal Mirza (01772 795586)
Lancashire Inclusion Service (01772 531597)
Lancashire Inclusion Service Case Manager — Jen Daley
(Jen.daley@lancashire.gov.uk)

The role of the SENDCo

In our school, the SENDCo:

- acts as an advocate for children with SEND and their families
- manages the day-to-day operation of the school's special educational needs policy
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues
- contributes to the professional development of all staff
- oversees the records of all children with special educational needs
- acts as the link with parents of children with special educational needs
- acts as the link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision, and reports to the governing body
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs

Useful Websites

SEND Code of Practice 2014

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Lancashire County Council SEND—local offer [Special educational needs and disabilities - local offer - Lancashire County Council](#)

The National Autistic Society: [National Autistic Society \(autism.org.uk\)](http://autism.org.uk)

Autism Education Trust [Autism Education Trust](#)

ADHD North West: [Home - ADHD North West](#)

Dyslexia SpLD Trust: [The Dyslexia-SpLD Trust - Home](#)

British Dyslexia Association: [British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)

NHS Children's Speech and Language Therapy Service [Children's Speech and Language Therapy Service :: Lancashire and South Cumbria NHS Foundation Trust \(lsctf.nhs.uk\)](#)

a – z of conditions, disorders & more with useful links to websites and more information [SNIP A-Z of SEN \(snip-newsletter.co.uk\)](http://snip-newsletter.co.uk)

Special Educational Needs Explained

Deepdale Community Primary School



Information for parents

My child's progress is giving me cause for concern; what happens next?

We aim to have good and informative relationships with all of our parents. If your child is experiencing difficulties, as parents you will be informed at parents' meetings or during informal meetings to discuss your child's progress. During these meetings, you will be informed that your child's progress is giving the teacher cause for concern. Results of assessments and reasons for concern will be discussed and possible strategies to support your child should be identified. The teacher, in partnership with you and your child, will then apply an assess, plan, do, review cycle and agree a review date. Following this review, a decision will be made about whether your child will be added to the SEND register and reasons will be explained. We aim to engage parents at every stage and parents will be asked for parental consent at this stage. School may seek advice from specialists from outside agencies, such as speech and language therapists, specialist teachers or educational psychologists to ensure that the needs of the child are understood and being met. If at any time you are concerned about your child's progress at school please speak to their class teacher.

What are special educational needs and disabilities (SEND)?

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely **provision different from or additional to** that normally available to pupils of the same age.

There are 4 broad categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

Individual children sometimes have needs that cross more than one category and their needs may change over time.

My child is on the SEND register; does this mean that they will always be on the SEND register?

No. The register is continually audited, reviewed and updated by the SENDCo. Where the barriers to learning have been identified and effective strategies have brought about accelerated progress, it may be decided that the child no longer requires SENS and they will be removed from the SEND register.

What is an EHCP?

- An EHCP is an Education, Health and Care Plan.
- It is bespoke to each child that has one.
- The plan is a document which is produced by Lancashire County Council.
- All the professionals involved in the education, health and care of the child will have an input into the contents of the plan.
- EHCPs contain desired outcomes for the child, the plan is reviewed annually.
- If needed, a child or young person can have an EHCP in place until they are 25 years old.

Moving on to an EHCP

If a child fails to make progress, in spite of quality first teaching, high quality targeted support and close monitoring in school over a period of time, it may be appropriate to apply for an Education, Health and Care Needs Assessment by Lancashire County Council.

Parents should note that this process will take in excess of 20 weeks.

There are many reasons to apply for an EHC Needs Assessment including:

- The child's achievements are so far below their peers that we think it is likely that the child at some point, may benefit from Specialist Provision.
- The child has a disability or medical condition which is lifelong and means they will always need support to learn effectively.
- The child is 'Looked After' and therefore, additionally Vulnerable.

Having a diagnosis (e.g. of Autism, ADHD or dyslexia) does not always mean that a child needs an EHC plan.

Paperwork, record keeping and monitoring

A targeted learning plan is produced by the class teacher, often in collaboration with the SENDCo and using the advice of other professionals. The TLP will be shared with parents/carers and discussed again when it is reviewed, at least termly. The plan contains SMART targets, together with the personalised provision and strategies that will be put in place.

Parent/carer consent and input will be sought if school feels they need the advice of outside professionals. All reports and advice received will be shared with parents/carers in a timely manner.

Words and abbreviations explained

SEND—Special educational needs and disabilities
SENS—Special educational needs support
EHCP—Education, Health and Care Plan
SENDCo—special educational needs and disabilities co-ordinator
TLP—Targeted Learning Plan
SMART targets— targets that are; Specific, Measurable, Achievable, Relevant and Time-based
ASD—Autistic spectrum disorder
ADHD—Attention deficit hyperactivity disorder
EP—Educational psychologist
SLT / SALT—Speech and language therapy / therapist
EHA—Early Help Assessment

SEND Policy

The SEND policy can be found online at [SEND | Deepdale Community Primary School](#)

The Lancashire SEND local offer can be found online at [Special educational needs and disabilities - local offer - Lancashire County Council](#)

Alternatively, a copy of either document can be requested from the school office.