



SEND Information

All parents/carers want to give their child the best possible start and see them develop into happy, confident and successful adults. However, there may be times when your child seems to be having difficulty in mastering a new skill or not making as much progress as expected. It can be worrying if other children seem to be developing more quickly than your child but it is important to remember that all children develop at different times.

What are Special Educational Needs and Disabilities? (SEND Code of Practice)

A significantly greater difficulty in learning than the majority of children of the same age

OR

A disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.

What types of SEND are there?

- Specific learning difficulty (cognition)
- Emotional
- Sensory
- Physical
- Communication and language

These can be temporary or can be, in some cases, long term.

What is SEN support?

Every child with SEND is entitled to SEND support. This means help that is additional to or different from the support generally given to other children of the same age.

The purpose of SEND support is to help children achieve the outcomes or learning objectives set for them by the school. It is important that parents/carers are involved in this process. Children will have an individualised SEND Support Plan which outlines their specific long-term and short-term targets. This is reviewed termly.

What is a Pupil Profile

Children can have a Pupil Profile if there are some adaptations that staff may need to be aware of. They may not have a specific SEND target or be accessing regular intervention. For example, a child may need to sit in a specified position in the classroom to support their visual or hearing needs. However, a child may also receive a SEND plan if their progress has slowed down enough to affect their learning. We have interventions for all pupils who require support. These are mainly for Literacy and Numeracy but we also offer Social, Emotional and Mental Health support for children who are experiencing difficulties in this area. We also work closely with Occupational Health to support children with gross and fine motor skills development and Sensory Processing Difficulties.

What will happen next?

We will keep you informed of progress and arrange for you to review/set new targets for your child. Please do not hesitate to get in touch if you would like to ask any questions.

What we can provide:

Adapted curriculum
Support with tests and exams
In-class and withdrawal support
Counselling and play therapy
NHS Speech and language therapy
Sounds-Write booster
Reading fluency support
WellComm
Time to Talk
Earley Words Together
Talk Boost
Mastering Number Catch-up
Future Steps OT programme
Earth Handwriting
Numicon intervention
CAMHs referrals
Substance misuse agencies
Food banks
Local Charities
Attendance support
Neurodiverse Specialists
Visual & Hearing Impairment Team
Educational Psychologist

Further Information

St Bega's website has the following information:

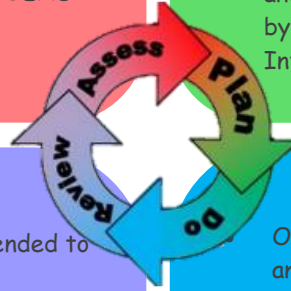
- Inclusion policy
- Admission policy
- SEND policy
- SEND Information Report
- Behaviour policy
- Supporting children with medical conditions policy
- Contact details of Hartlepool's SEND team

ASSESS

- Through tracking and monitoring your child may be identified as having SEND.
- We will meet to discuss any barriers and how we can work together to support your child.
- More assessments may be carried out by school or external agencies (with your permission).
- We can then agree achievable targets which will be updated at least half termly.
- Your child may then be placed on the SEND or targeted support register.

PLAN

- The class teacher has overall responsibility for the welfare of your child in school.
- Additional provision is planned carefully and overseen by Mrs Duffield, the SENDCo (Special Educational Needs and Disabilities Co-ordinator).
- Any support is implemented by a skilled team of teachers and teaching assistants.
- We have an extensive range of SEND resources and interventions available. These are monitored by the class teacher, the SENDCo and the Interventions Manager.



REVIEW

- If progress is made, targets can be amended to ensure this continues.
- If good progress is not being made we will refer back to the ASSESS stage and increase/change support whilst continuing to monitor and review progress. It may also be necessary to consult with specialist services secured by the school.
- Parent's Evenings are held in the autumn and spring terms where you can meet your child's teacher to discuss and look at their work. An opportunity is provided in the summer term for you to discuss your child's end of year report.
- Parents that have children on the school's SEND Support Register, are invited to termly meetings to review their child's Individual Education Plan. Your child will be involved in during this process.

DO

- Our teachers are skilled at adapting teaching and learning to meet your child's need.
- Differentiation is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.
 - Grouping arrangements take into account the different skills and abilities of each child.
 - Additional adults are used to help groups and individual children with the long term goal of developing independent learning skills.
 - We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

Transition

We want the transition from Primary to Secondary to be a positive experience for all children. The SEND team liaise with appropriate Secondary Schools to ensure that they have all the relevant information regarding your child. We arrange for extra visits to the school to build up relationships with vulnerable and anxious pupils to ensure a smooth transition.

The SEND team consider positive relationships with parents, carers and pupils to be vital to a child's welfare. Our priority is communication between all parties and we pride ourselves on being friendly and approachable.

Contacts

In the first instance, contact your child's class teacher as they know your child best.

Mrs Norman - Deputy Head and SENDCo

Mrs Duffield - Headteacher