

Areas of need

Communication and interaction.

This includes difficulties with speech, language or communication. A pupil may need support in their thinking or communication, this can include developing social relationships or in specific learning areas such as English.

Cognition and learning.

Learning difficulties involve pupils learning at a slower pace and they may have difficulty acquiring essential English and Maths skills. Pupils require learning in smaller steps with more practical activities and usually need support in a number of areas.

Social, mental and emotional health.

This includes difficulties with emotional or social development and may result in immature social skills, an inability to maintain healthy relationships, withdrawn or challenging behaviour. Depending on the degree of difficulty, pupils may be offered a support plan or more specialist provision from outside providers.

Sensory and/or physical.

This includes a very wide range of physical impairment. Pupils may require minor adaptations to the curriculum and school environment or more specialist support and equipment.

Frequently Asked Questions

How will I know that my child has been identified as having special educational needs & disabilities?

Before any formal identification of SEND, you may have had a number of informal meetings with the class teacher or the SENCo, discussing your child's specific needs, their progress and the help they are receiving. If it is felt that they would benefit from further support, you will then receive a letter stating that they have been identified as having SEND.

What happens then?

You will then be invited to contribute to a termly assessment discussion, identifying the next steps for success for your child. This will include targets, and how these will be achieved. Their learning will then be reviewed the following term and a new Individual Provision Map (IPM) produced. You will have a copy of every IPM as well as any other reports from specialist agencies the school uses to help them gain information about your child's needs.

Will my child always be identified as having SEND?

No. This will be regularly reviewed by the Head teacher, the class teacher and the SENCo. If your child's progress is back on track and they are learning as well as any other child of their age, they will be removed from the list of children identified as having SEND in school. You will be informed by letter when this happens.

The Special Educational Needs & Disabilities Co-Ordinator in school is :

Miss. Dee Creig

Please do feel free to get in touch to speak about any concerns at any time via the School Office, telephone 01299 822002 or email



Special Educational Needs & Disabilities



A guide for parents

What is SEND?

SEND stands for Special Educational Needs & Disabilities and describes a learning difficulty or disability which requires support and help which is different to that which is normally available in a pupil's class.

STEP ONE: INTERVENTIONS

All children may need a little extra help from time to time to ensure that they make good progress across all areas of development. Your child may be assessed as benefitting from working in a group with an experienced teaching assistant. The range of extra help offered is wide and can include practice of spellings, reading, times tables, speaking, and listening, motor or social skills as well as specialist support for the emotional well being of your child. The teacher will monitor this extra help and

We have been delighted with the way the school has supported our child and put into practice all the advice given.

STEP TWO: SEND SUPPORT

It may be that the 'first step' interventions your child has received do not enable them to make expected progress. In this case their class teacher and SENCo may feel they need more specific help and/or a more detailed assessment with a specialist agency. They will then be formally described as being given SEND

STEP THREE: EDUCATION HEALTH CARE PLAN

For most children the help we can offer at step one or two enable them to be fully supported and make good progress. For some children who have more complex needs or disabilities, they will require longer term support beyond that which is usually available in school. An **Education and Health Care Plan**

Any anxieties we had about our child's special needs were swiftly put away when he started Astley. All the staff are supportive and available.

Specialist

We work with a range of professionals in school so that pupils receive the specialist help needed. Once a term a Specialist Support and Therapies Meeting (SSTM) is held in school by the SENCo with staff to discuss specific pupils and their needs. This enables the staff team to plan for SEND needs appropriately in the coming term. The SENCo meets regularly with the

Mrs Wendy Robins: Learning Support Teacher

Assesses academic progress, providing reports

Ms Ailish Hannon: Speech and Language Assesses

speech, language and communication skills, providing



Other agencies can give advice in school from time to time including:

Consultant Paediatrician
Occupational Therapist
Educational Psychologist
Hearing Impaired
Regency Outreach Team
Early Intervention Family Support
Complex Communications Team
Regency Outreach