



Identifying Special Educational Needs and Disabilities (SEND) within Finchale Primary School

At Finchale Primary School we strongly believe in offering high quality provision in order that all children can reach their potential, this is done through Quality First Teaching. Children are observed regularly through teacher assessment and formal testing takes place each term. Where a child may be experiencing difficulty or not reaching this potential we would endeavour to provide the relevant support and provide appropriate interventions working alongside parents.

What are Special Educational Needs?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

SEND is viewed in our school as a child needing provision that is 'additional to, or different from' other children within their class. According to the 'Special Educational Needs and Disability Code of Practice: 0 – 25 years) SEN falls under four broad areas of need. Children may have needs across more than one area of need.

Communication and Interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be expressing themselves, understanding of others and social rules of communication. Children with ASD, including Asperger's Syndrome and Autism are also included in this area of need.

Cognition and Learning: This area covers children who learn at a slower pace than their peers, even with differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties: Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways, for example, challenging, disruptive or disturbing behaviour, anxiety or depression, self-harming, eating disorders or unexplained physical symptoms. Other children may have a diagnosis of ADD (Attention Deficit Disorder), ADHD (Attention Deficit Hyperactive Disorder) or Attachment Disorder.

Sensory and/or Physical Difficulties: Pupils who have vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Approach

Quality First Teaching: The Class Teacher is responsible for providing a high quality inclusive education for all pupils.

Focus Group: This is when additional support is required for an identified area of need, particularly linked to slower than expected progress in English and Maths. Individual or small group support will be provided through programmes such as Lexia, Symphony Maths, Phonics, Handwriting, Spelling and Precision Teaching.

Short Note: Children who experience difficulties within any of the above areas of need will be monitored carefully and a meeting with parents / carers will be held. A 'Short Note' will be initiated and reviewed at least termly with parents / class teacher. This will be done through an 'Assess, Plan, Do, Review' (APDR) approach.

1. **Assess:** identifying a child's special educational needs through formal assessments or in class informal observations.
2. **Plan:** Plan provision to meet your child's aspirations and agreed outcomes through a meeting between school staff and parents
3. **Do:** Strategies and Interventions will be put in place to meet these outcomes
4. **Review:** Review the support that has been offered and progress made.

Documentation will be completed with parents / carers and copies of documents will be shared with Miss Johnstone and/or Mrs Marley(SENCO's). Intervention Programmes such as Catch Up Literacy, Catch Up Numeracy, Lego Therapy, Socially Speaking may be offered at this stage.

After a number of Short Note cycles, it may be appropriate that children are taken off this level and monitored through Quality First Teaching. In some cases it may be necessary to increase the level of need to an SEN Support Plan.

SEN Short Note: Pupils at this level of need will be supported by the SENCO.

- Pupils may be accessing some external agency support, such as Speech and Language Therapy or Occupational Therapy. Short programmes of follow up work may be provided for school staff to deliver which will be overseen by the SENCO.

- Other children at this level may have a diagnosis of need which can be supported through Quality First Teaching with additional resources and strategies in place. Pupils will be making expected progress with this level of support and monitored by the SENCO.

- On occasions parents may request help to support the pupil and family at home, sometimes there may be no evidence of difficulties for the pupil within school. The SENCO will work closely with parents/carers and offer strategies to put in place at home. Sometimes it may be necessary for the SENCO to signpost parents to support groups or One Point should the support required be at a higher level. **SEN Support Plan:** Continuing with the 'Assess, Plan, Do, Review' approach, staff / parents raise their level of concern to a support plan. Formal termly meetings take place with parents/carers, Class teacher, Support Staff, SENCO and any relevant external agencies would also be invited. The plan describes the nature of the difficulties the child may have, provision that school will make and an agreed set of outcomes will be included to meet the needs of the pupil. At this point, it may be necessary for school to seek external agency support, such as an Educational Psychologist, Advisory Teachers etc. to offer further advice and support for school. The SENCO is responsible for ensuring outcomes in the plan are addressed and resources are available in order to support the pupil. Pupils at this level are able to access a wide range of Intervention Programmes that may be appropriate to them.

An Education, Health and Care Plan (EHCP) (Formerly known as a Statement)

Children who are considered as having significant difficulties may be entitled to apply for an Education, Health and Care Plan. These were formally known as statements. From September 2014, statements ceased to be issued and EHCPs are issued in their place. EHCPs are set up by the Local Authority but are monitored by the school, parents/carers and external professionals where appropriate at least annually. Interim meetings are held with parents on at least two other occasions throughout the year. An application for an EHCP can be made by the school or by a parent. If a parents wishes to make an application for the Local Authority to consider an EHCP they can be supported in this process by the school or by SENDIAS – the information and support group

which exists to support parents and carers of children with SEND. They can be contacted on the following website www.durhamsendiass.info

Transition

Some pupils may transfer to us, either in Reception or at a later stage in their schooling with additional needs already identified. We would aim to work closely with the parents to ensure that we are fully aware of any difficulties the child may be experiencing, and we will always aim to meet with the setting the child is transferring from. This will allow for a smooth transition and help us to ensure that we have appropriate provision in place when the child starts.

Methods of Support / Intervention

When a child has been identified as experiencing some form of difficulty, different ways of support can be offered. This may be through:

- in class support with an additional adult either in 1 to 1 or small group situations
- support outside the class when a child may be withdrawn from class to access Intervention Programmes to meet their specific needs
- the use of additional resources such as visual timetables, ICT support, sensory resources □ specific adaptations to the curriculum
- adaptations to the timetable where appropriate

If you have concerns about your child or think they may have Special Educational Needs, please feel free to contact school to make an appointment.