**A Parent’s Guide to SEN Support at Richard Hill**

At Richard Hill we embrace that every child is unique and wonderful in their own way. We strive to be inclusive to everyone and recognise that some children will need additional support for learning through their journey at primary school.

We feel that a clear understanding of what additional support for learning is can help when parents are talking to school about their child’s learning or support needs.

# Who needs support?

Every child gets help in school with their learning. A child is said to have ‘special education needs’ if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Children might need extra help to be able to take part in school or get the most from their education. If this is identified a child may be placed on the SEN register.

Some children may need a lot of support all the way through school. Others may need only a small amount for a short time.

A child can need extra help for lots of reasons, including:

- Difficulty in controlling behaviour

- Missing school because of an illness or long-term condition

- Having a physical disability

- Being a young carer

- Communication difficulties

- Being particularly able

- Changing school a lot

- Being looked after or in care

- Having a difficult family situation

- Suffering a bereavement

- Being bullied

- Difficulties with social interactions

- Mental health struggles such as anxiety, low mood and depression

Every child is different and they will all cope differently with issues in their lives. So, for example, a child facing changes at home may cope well in school and not require any extra support. But another child facing similar issues may struggle in school and need extra support.

If a child is placed on the register we will try to identify the priority area of need. The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

* Communication and interaction
* Cognition and learning
* Social, emotional and mental health
* Sensory and/or physical

The code states that:

"Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

# What does this support look like?

At Richard Hill we would always look at Quality First Teaching Strategies to support learners in the first instance. Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils. It’s also possible that the classroom itself or the way lessons are taught can cause additional support needs. For example, how a classroom is laid out may mean a child with a physical disability needs adaptations made, or the design or font of worksheets or books may make them difficult to use for a child with dyslexia.

There is no one-way to support children in school. It will depend on your child’s needs. The law does not say what type, level or frequency of support a child should receive.

Support is usually provided through the normal learning and teaching that takes place. Depending on your child’s needs extra support may include:

- Short bursts of intensive work, 1 to 1 or in a group, with a teacher or learning support assistant

- Working with a child on a learning programme such as Toe by Toe, Big Moves, 5-minute box

- Extra time to complete work

- Changing the classroom environment to suit a child’s needs

- Using a visual timetable to help a child manage their time

- Providing coping strategies or a quiet space to help children with their behaviour

- A teacher adapting how he or she teaches a lesson (for example breaking down the lesson into smaller chunks)

- Adapting learning materials to a child’s needs

- Using special equipment or IT

- Creating a circle of friends to support a child who is isolated during break or lunch times

Sometimes different types of support, particularly behaviour support, have to be tried and tested to see which ones work best for a child.

# What can you do as a parent?

You can:

- raise any worries you have about your child's learning as soon as possible. There is a form in the school office for parents to complete.

- talk to your child's class teacher at the next parents' evening

- ask for a separate meeting with the class teacher to talk over concerns if you need more time

Possible conversation starters:

- My child seems to be struggling with his reading. Could we discuss support for her in school?

- My child is getting upset at home about school. Is he managing in class?

- Could you explain how you support my child in school?

# Flow process for a child who is experiencing difficulties:

NO

NO

Appropriate change is implemented and the impact is monitored (up to 6 months) and recorded.

Do concerns still exist?

Continue to carry out good practice. Monitor and record progress.

Process repeats should there be any subsequent concern.

NO

NO

NO

YES

YES

YES

YES

YES

Review and update plan with all involved. Maintain current level of support and continue to monitor and record against agree timescale.

Do concerns still exist after agreed timescales?

Review plan with all involved. Return to classroom support with continued monitoring and recording of progress.

Process repeats should there be any subsequent concern.

If a child is added to the SEN register this means that there is recognition that a child needs more, or different, support to what is normally provided in schools to children of the same age.

A meeting takes place with all concerned. The child is also consulted. Support plan is agreed this may include observation, assessments by the SENCO) timescales are set, support and/or additional strategies are implemented, monitored and recorded.

Do concerns still exist after agreed timescales?

Is there evidence of progression towards agreed targets?

Review plan with all involved. Return to classroom support with continued monitoring and recording of progress.

Process repeats should there be any subsequent concern.

If a child on the SEN register make significant progress that the gap in progress between them and their peers has closed the decision may be made to remove them from the SEN register. Their progress would be monitored and recorded and intervention required if required.

If following a period of monitoring, intervention and a review the child needs continued SEN support their name may be added to the SEN register. An outside specialist may also recommend adding a child to the SEN register. Process of Review, plan, monitor and record continues.

A concern is raised by a parent/carer, teacher or specialist professional and recorded

Can the concern be addressed by changes to current provision in school?

*NB: Review meeting timescales will be determined as to need*