

Straight, True, Successful

Special Educational Needs & Disabilities

A guide for families

What is a Special Need?

At Bowmandale Primary School we value all of our children. We believe that they all have an equal opportunity to work to their full potential and to enjoy being part of a positive school community.

Children with Special Educational Needs or Disabilities (SEND) have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. The difficulties may be short or long term and they may need extra or different help from that given to other children.

The four areas of SEND are:

Communication and interaction – for example, where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – for example, where children have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers more than one of these areas.

What will the school do?

Class teachers will identify children requiring support from assessments and they will discuss them with the SENCo (Mrs Lombard). They will then discuss their concerns with parents. Once your child is identified as having SEND their support will be carefully planned and monitored and we will meet with you each term. We use a four part cycle that is recorded on a support plan document.

The four stages of SEND support are:

Assess: Your child's difficulties must be assessed so that the right support can be provided. This will include asking you what you think, talking to professionals and looking at records and other information. It might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

Plan: We will agree the outcomes that the SEND support is intended to achieve and what kind of support will be provided.

Do: The planned support will take place.

Review: The support your child receives will be reviewed each term. We will then decide together if the support is having a positive impact, whether the outcomes are being achieved and if or how any changes should be made.

SEND support can take many forms. This can include:

• a special learning programme for your child

• extra help from a teacher or a learning support assistant

• making or changing materials and equipment

• working with your child in a small group

• observing your child in class or at break and keeping records

• helping your child to take part in the class activities

Children with more complex needs might instead need an Education, Health and Care plan (EHCP). This will allow a range of professionals to support setting targets for your child that will take into account their complex range of needs.

What do I do if I still feel concerned?

You can discuss any SEND matters with your child's class teacher or contact the school and arrange to meet with Mrs Lombard who is the SENCo.