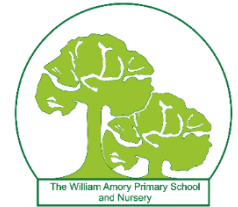


Special Educational Needs and Disabilities (SEND)

At The William Amory Primary School, we recognise that children learn in different ways and have different needs. Sometimes, children have learning difficulties or disabilities that make it more difficult for them to learn than children of the same age and they may need extra or different help from that given to others.



Identification of Need

We are committed to early identification of special educational needs and to offering an inclusive curriculum which ensures the best possible progress for all of our children whatever their needs or abilities.

Many children and young people will have special educational needs of some kind at some time during their education. Often these needs can be met through high quality teaching and short-term additional support, but some children and young people will need extra help for some or all of their time in education. School adopts a graduated approach which recognises that there is a continuum of special educational needs.

Who to contact

If you think that your child has special educational needs or a disability, please talk to us. You can speak to your child's class teacher, our Special Educational Needs and Disabilities Coordinator Mrs Robinson, or our Headteacher, Mrs Woollacott. Please call at the office, ring or email, or catch us on the playground, whichever is most convenient for you.

We will listen to your concerns and then discuss with you what will happen next. Sometimes, we will identify concerns and contact you to discuss them further.

You as parents and carers are the people who know your child best and, working together, we will decide how best we can support your child.

What happens next

Firstly, we will assess your child's needs, with an initial focus on how these can be met as part of high-quality classroom teaching. Your child may also receive some additional small group intervention or support.

Support plan

If your child is still not making progress, it may be decided to formally identify them as needing special educational needs support and put in place a plan to support them further. It may also be necessary to ask for specialist expertise to advise and support on the difficulties that a child may be experiencing, such as visiting your GP to explore further, or a referral to a therapy service such as Speech and Language Therapy.

Support plan review

When a support plan has been put in place, it will be reviewed at least termly with you so that we can monitor the progress your child is making. Following this review, it may be decided that:

a) your child no longer needs additional support;

- b) the support plan needs to continue with new outcomes set;
- c) a referral to the SEND Hub (an advisory group) would be beneficial; or
- d) it may be necessary to apply for an Education, Health and Care Plan (an EHCP).

Applying for an Education, Health and Care Plan (EHCP)

Please note that in order to apply for an Education, Health and Care Plan in Staffordshire a number of criteria must be met, in addition. These include:

- a referral must have been made to the SEND Hub
- there must be at least two reviewed support plans
- there must be evidence of specialist involvement

Finally

It can be a worrying time, but remember, many children just need a few simple changes to make a big difference and we are committed to working with you and supporting you to do the best for your child, whatever their need.

More information

Further detail about Special Educational Needs and Disabilities in our school can be found in the schools SEND Report and SEND Policy which can be accessed on our website:

www.williamamory.co.uk

Additional information about Special Educational Needs and Disabilities (SEND)

There are four types of special educational need. Here are some examples for each type.

Cognition and learning (C and L)

Your child may:

- learn at a slower pace than others their age
- find it difficult to understanding some lessons or subjects
- struggle with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

Communication and interaction (C and I)

Your child may:

- find it difficult to understand and process language
- struggle with the use of spoken language or nonverbal communication
- have difficulties with social interaction
- have speech sound difficulties

Social, emotional and mental health difficulties (SEMH)

Your child may:

- find it difficult to understand and manage their own feelings
- feel withdrawn or unhappy
- struggle to manage relationships with others
- find it challenging to follow instructions
- may struggle with my behaviour

Sensory and/or physical needs

Your child may have a:

- hearing loss ranging from mild to profound
- visual impairment ranging from mild to profound
- multi-sensory impairment of both hearing and visual loss
- sensory processing difficulty
- physical difficulty that requires additional ongoing support and equipment