

What should I do if I have concerns? Please talk to your class teacher first. They know your child best and have many strategies that they can share with you. If you still have concerns after meeting with your class teacher, you are very welcome to make an appointment with our Assistant Head of Inclusion, Claire Older.

Appointments can be made through the school office:

- Tel: 01273 453176
- Email: office@sgprimary.co.uk



Special Educational Needs and Disability Leaflet for Parents

'Our Vision is to improve the life chances of all our children whatever their backgrounds, skills and capabilities'



All Students Can Learn

'If a child can't learn the way we teach, we should teach the way they learn'

Aim

Our aim at Swiss Gardens Primary is to help your child achieve the very best they can at school. During your time at Swiss Gardens, you may feel that your child needs some additional help or support with their learning.

This leaflet is to let you know the types of support available. It will help you understand who can help and how this support can be accessed within school.

All children at Swiss Gardens receive high quality teaching. This means that a range of teaching and learning styles are used, and that learning objectives are set to match the specific needs of your child.

Some children might need additional support; this might be through extra support from the class teacher, a learning support assistant, and/or differentiated resources.

All teachers, learning support assistants and Senior Leaders regularly review the progress and attainment of all the children at which time provision may be reasonably adjusted, to meet identified needs.

Some children may have difficulty in different areas of their learning and usually intervention can overcome these barriers; these children will be

placed on the class provision map. This means they have been identified as needing additional support and will be monitored more closely to ensure that their needs are met and that any gaps in learning are closing.

However, for some children, they will continue to have barriers or may have a high level of difficulty; they will be considered to have 'special educational needs and disability' (SEND) and placed on the SEND register as SEN support. Parents will always be informed if a child is placed on, or removed from, the SEND register.

Children with SEND have learning difficulties and/or physical disabilities that make it significantly harder for them to learn than most children of the same age.

They will need extra support or different help e.g. differentiated programme of study; modified tasks; extra support from their class teacher, learning support assistant or an external agency; extra time or breaks in formal assessments.

Schools and other agencies can help most children overcome their difficulties quickly and easily. However, a few children will need extra help for some or all of their time in school.

This means they may have difficulty with:

- Some or all of their work in school

- Reading, writing or maths
- Understanding information
- Expressing themselves
- Understanding what others are saying
- Organising themselves
- Some kind of sensory or physical needs which may affect them in school
- Managing their emotions
- Making friends or relating to adults
- Speech and language

What are the categories of SEND?

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

For more information on the categories of SEND, please read the SEND Information Report on the school's website under 'Our School – Inclusion'.

Who are the staff that support children with SEND?

We have a highly experienced team of staff who may be involved in supporting your child at Swiss Gardens Primary. These include:

- Your child's class teacher, who will make sure that tasks are appropriate and accessible for your child
- Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs), who are trained to deliver evidence based interventions.

What about transition times?

We make every effort to ensure transition times are managed successfully. Transition for all pupils takes place in July during the Summer Term where children meet their next class teacher and new classroom in preparation for September. Additional visits can also be arranged to re-assure children and parents. We work closely with regards children who are transitioning between Key Stages and from Year 6 to Secondary School. Depending on the needs of the child, extra provision is put in place e.g. social stories, photographs, individual passports, and extra transition days, collaborative meetings with the parents, school and the Assistant Head of Inclusion.

Working within the Guidelines of the Special Educational Needs Code of Practice (2015)

SEN Support

Children on SEN support require some kind of 'additional or different support' that is normally provided through high quality teaching within the classroom to their peers. In consultation with parents, we may feel it would be in the best interest of the child to seek advice and support from external agencies e.g. a Speech and Language Therapist (SaLT), an Educational Psychologist (EP), an Occupational Therapist (OT), or a Support Teacher for the Hearing and Vision.

Education Health Care plan (EHCP)

If, after a period of monitoring, a child was still not progressing on the SEN support stage of special needs, we would consult the parents. In a small number of cases, if a child's needs are severe and/or complex, we will need to apply to the Local Authority (LA) for an EHCP assessment which might result in an EHCP. This will depend on evidence supplied by the school, and external agencies. We will need to provide evidence of the support required; provision maps showing the provision that has been offered and the impact of the provision as part of the 'graduated response to SEND'. We will need to show that the child's needs have been carefully assessed, that the provision has been carefully planned to address the needs, that the provision has been consistently carried out to meet those needs, and that the provision has been thoroughly reviewed at the end of each term (ASSESS, PLAN, DO, REVIEW = Graduated Response to SEND).

If the EHCP is agreed by the LA, the LA will provide top up funding to ensure that the provision in the EHCP is carried out by the school. The EHCP is monitored closely, and reviewed termly, and evaluated thoroughly through the annual review process.