



SEND Support Leaflet

An information guide for Parents and Carers

What is the SEND Code of Practice?

The SEND Code of Practice is a national document which all schools must refer to when making decisions relating to pupils with Special Educational Needs (SEN) or disabilities. This helps to ensure that children have access to a similar system of support, whichever school they attend.

What are Special Educational Needs?

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning in order to ensure that they make progress.

The Code of Practice says:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made... A child of school age has a learning difficulty or disability if he or she:

- * has a significantly greater difficulty in learning than the majority of the same age in local schools, or
- * has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

There are four broad areas of SEN need. These are:

- * *Communication and Interaction (including autism),*
- * *Cognition and Learning,*
- * *Social, Emotional and Mental Health,*
- * *Sensory and/or Physical Needs.*

These difficulties can be barriers to learning and a child may have needs that fall into one or more of these categories. Children who need extra help with their learning may receive additional support under one of the following categories:

- * *SEN support*
- * *An EHC plan.*

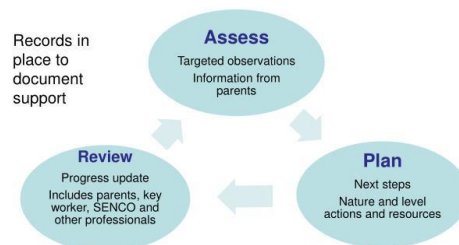
What are Our Values and Expectations with regard to pupils with SEND needs?

At our school, there is a shared expectation that responsibility for the provision of pupils with SEND is an integral part of whole school provision and all pupils, regardless of their specific needs, should be offered inclusive quality teaching, which will enable them to make the best possible progress and feel that they are valued members of the wider school community.

What does the school do to help?

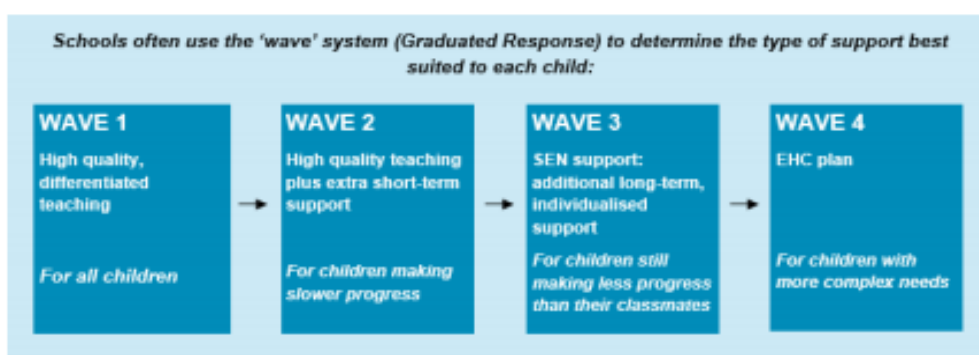
As a school, we assess all children to identify their strengths and needs. We then look at how we can best support them. All children learn and develop in different ways and their needs may change over time. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools must provide for all children. Support is offered in a graduated approach, taking the form of a four-part cycle, **assess - plan - do - review**. We recognise that high quality teaching (differentiated for individual pupils), is the first step in responding to pupils who have or may have SEND. This differentiation may involve modifying learning objectives and teaching styles.

A Graduated Response



If a child does not make satisfactory progress following appropriate teacher assessments and support, the class teacher will make a referral to the SENDCo who may carry out assessments and observations and then suggest next steps and additional ways in which the child can be supported.

- * Many children (*Wave 2*) may receive support help in class through work, which matches the way they learn and / or short term 'interventions'.
- * Some children (*Wave 3*) will have extra help, on a longer-term basis, from members of school staff in order to accelerate progress and ensure they achieve the targets set. They will be placed on the school's SEND support register and targets will be set, monitored and reviewed as part of a Year group provision map.
- * A few children (*still Wave 3*) may benefit from support and advice from other sources and specialists. They will have an individual targeted support plan.
- * A very small number of children (*Wave 4*) will have exceptional long term and complex needs and will require an EHC plan.



What is SEN support?

If your child is identified with a special educational need, they will be placed on our school's SEND support register. Before this happens, parents /carers will be invited to a meeting with the class teacher and SENDCo (Special Educational Needs Co-ordinator) where your child's areas of strengths, needs and proposed targets and support will be discussed. We look at the individual child's barriers to learning and put the appropriate provision in place to remove those barriers.

SEN support might include:

- * Extra help in the classroom,
- * Adapting and utilising different teaching styles and resources,
- * Adapting resources to ensure they are accessible,
- * Small group or one-to-one learning, both within the class and as interventions,
- * Support from specialists such as speech and language therapists.

Progress towards the targets set is monitored closely and adjustments to provision is made as and when needed.

The SENDCo and Class Teacher may offer to screen your child using an SEND tool. This is called SNAP (Special Needs Assessment Profile). This is not a diagnostic tool, but it will pick up any difficulties that your child is having and produce a generic report. From this report, additional provision can be put into place in school and there is advice for home too.

Who supports my child with their SEND?

Every member of the school team is responsible for supporting children with SEN. Miss Smith is the SENDCo (until October 2025 and then again from September 2026) and Mr McManus (from November 2025- July 2026) who co-ordinates the provision for children with SEN.

Who may become involved with my child from outside the school?

Experts from outside agencies may be asked to assess your child's needs if, despite the support put into place, their progress is slow and they continue to have difficulties. These assessments are generally focused on giving the school and parents additional advice on the best way to support the child, rather than on giving a 'diagnosis'. The SENDCo will ask for your permission to seek additional advice from outside specialists such as health professionals, specialist teachers or an educational psychologist who would:

- * Carry out further assessment of your child's needs,
- * Observe your child,
- * Provide advice to the school on how best to support your child,
- * Suggest resources that would help your child to make progress.

Parents are, wherever possible, offered the opportunity to meet with these professionals to discuss the results of their assessments / observations.

Does the school get individual funding for my child's SEND needs?

Unless a child has either an EHC plan or Early Years high needs funding, the school does not receive specific funding for individuals. Rather, part of the school's budget is for supporting pupils with special educational needs and disabilities. The amount each school receives is based on the number and age of pupils attending; this is known as 'per pupil entitlement.' An additional Notional SEND budget provides funding to offer extra support to pupils with additional needs, including those with SEND. The value of funding each school receives varies and is informed by a set of government indicators. A child with an EHC plan is allocated a set amount of 'top up funding' and this is used to give the provision outlined in their individual plan.

What are EHC plans?

If your child's needs are very complex and long-term, the school may ask the Local Education Authority (LEA), in collaboration with you as the parent or carer, to carry out an education, health and care needs assessment. This is only appropriate for a very small number of pupils. Schools can make this request when they have undertaken a number of cycles of support and can demonstrate that they need funding to support the child's needs. Parents can also make their own request for an assessment directly to the LEA. If the LEA agrees that an assessment needs to take place, it should be completed within 20 weeks from when it was requested. This assessment could lead to your child getting an Education, Health and Care (EHC) plan. This EHC plan brings all of your child's education, health and social care needs into one legal document. A child with an EHC plan will have termly an annual review at least every 12 months. Where a child is not reaching set targets or there are concerns with the progress against the EHC targets, an early review will be held.

Who do I talk to?

We always recommend that you speak to your child's class teacher first. This is because they know your child almost as well as you! If needed, they will set up a meeting with themselves and the SENDCo. However, please remember the teachers and the SENDCo also have classes to teach and meetings to attend during the school day and other SEN professionals to meet with after school. We fully understand your frustrations with time and resources, we share those frustrations, but we are working as hard as we can to ensure we can support all children and all families the best we can.

How can I help my child?

Research shows that children who make the greatest progress are those whose parents support the work carried out at school by:

- * Making sure school knows about any major changes in your family or worries you may have,
- * Encouraging your child with reading, spelling, maths and home learning,
- * Continual encouragement and praise,
- * Attending all meetings such as Parents' Evenings and arranging meetings with the class teacher and SENDCo if you have concerns. We will achieve the best results for your child if we work together!

Where can I go to for more information?

Contact the school if you have any questions about the support your child is receiving, or about SEND more generally, please speak to your child's class teacher or our SENDCo. See our website (Parents → SEND) to view more information and policies such as our SEND Policy and information report.

External Links

The Government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this leaflet:

SEND Code of Practice: 0 to 25 years, GOV.UK - DfE:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

SEND: a guide for parents and carers, GOV.UK - DfE:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities:

<https://www.ipsea.org.uk/>

Lancashire Local Offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>