



Parent/carer guide to Special Educational Needs (SEN) Procedures

This guidance has been produced in line with the 2014 SEN Code of Practice and will be reviewed regularly to ensure we are best meeting the needs of our pupils with additional needs or special educational needs.

The school's Special Educational Needs Co-ordinator (SENCO), Debbie Fulk can be contacted on 0114 2557534 or debbiefulk@carfield.sheffield.sch.uk if you have any comments or questions.

Definition from the Code of Practice:

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is that which is different from or additional to that normally available to pupils of the same age.

Further information can be found at <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Level of concern	Support provided	Review process
<p><u>Additional needs</u></p> <p>Where a child has additional needs in any area:</p> <ul style="list-style-type: none"> • communication • learning • social • emotional • medical • sensory • physical <p>but this is not impacting heavily on their attainment or progress. (Not on the SEN register)</p>	<p>The teacher will complete a 'Pupil Profile' with you (and the child where appropriate) to make sure everyone is aware of the child's additional needs.</p> <p>The child will receive:</p> <ul style="list-style-type: none"> • differentiated teaching in class • teaching targeted at their area of weakness <p>The child may also receive:</p> <ul style="list-style-type: none"> • some additional TA support in class • a small amount of out of class intervention (from a Teaching Assistant, Learning Mentor or Pupil Support Worker) • different learning materials/equipment • occasional support from an external agency e.g. Speech Therapist, Physiotherapist or Learning Support Teacher 	<p>The 'Pupil Profile' will be checked with you at regular intervals (Parent's evenings in Autumn and Spring term and by post in the Summer term) and any amendments made as necessary.</p> <p>If you or the teacher feel a longer discussion is required a meeting can be arranged between yourselves.</p>

WHEN TO MOVE FROM 'ADDITIONAL NEEDS' TO SEN SUPPORT

The decision as to whether there is a need for 'Special Educational Provision' to be provided is whether the child is making **adequate progress**. This is a broad term which can be defined in a number of different ways. It essentially depends on what the child's starting point was and what the expectations are of the child. Progress can be academic or socially/emotionally. It is usually down to the teacher's professional judgment in consultation you.

A meeting will be arranged for you and the teacher to discuss the concerns. An 'Initial concern' form will be completed. The outcome of the initial meeting does not necessarily have to be to move to 'SEN support', it can just be a way of raising a concern and having a discussion with the teacher. If it is decided that Special Educational Provision is required, the child will be on the SEN register. This may be a temporary measure while additional provision is required. 'Next steps' are discussed and the teacher will make sure that you know what the agreed action is. Special Educational Provision will not be made without your consent and no referrals to external agencies will be made without your full support.

Level of concern	Support provided	Review process
<p><u>SEN support</u></p> <p>Where differentiated teaching and a small amount of additional support has not been able to help the child make adequate progress.</p> <p>You or the teacher have a concern about the child's progress and Special Educational Provision needs to be made.</p>	<p>The 'Pupil Profile' is still used to make everyone aware of the child's additional needs but the child also has a SEN support plan showing the additional provision and the agreed outcomes (targets).</p> <p>The child will receive:</p> <ul style="list-style-type: none"> • differentiated teaching in class • teaching targeted at their area of weakness • additional TA support in class where possible • intervention (from a Teaching Assistant, Learning Mentor or Pupil Support Worker) <p>The child may also receive:</p> <ul style="list-style-type: none"> • different learning materials/equipment • continued support from an external agency e.g. Speech and language Therapist, Occupational Therapist, Physiotherapist, a member of the Autism or Learning Support Service or an Educational Psychologist 	<p>Progress is reviewed termly. If the date/time suggested is not convenient, every effort will be made to arrange a more suitable time.</p> <p>Any members of staff or external professional who is currently working with the child will be invited to the review meeting. Mrs Fulk (SENCO) will also attend. Wherever it is deemed appropriate the child will also attend for part of the meeting. If it is not appropriate then the teacher will review the 'Pupil Profile' with them before the meeting and make any additional comments in the 'Pupil's views' section of the SEN support plan.</p> <p><u>During the meeting</u></p> <p>School staff will let you speak first and give your point-of-view on how successful (or not) the Special Educational Provision has been in helping the child to achieve the set targets.</p> <p>The 'Pupil Profile' will be reviewed and any necessary amendments made. New targets will be set and the SEN support plan will be completed to show what support the school will give and what you can do at home to help.</p> <p>You will be given a copy of all the paperwork.</p>

WHEN TO REQUEST FURTHER ASSESSMENT

The majority of children with SEN will have their needs met through SEN support. Where a child has severe or complex difficulties and is still not making adequate progress despite receiving SEN support, the school or yourselves can request further assessment which may lead to them receiving an Education, Health and Care Plan.

<p><u>EHC plan</u></p> <p>Where SEN support has not been effective in helping the child to make adequate progress and there is a growing concern about the child's Special Educational Needs.</p>	<p>The EHC plan contains a detailed description of the child's Special Educational Needs and provision which will best support the child to achieve the agreed objectives. Monitoring arrangements will detail the support to be provided by the school (including the number of hours of additional support to be provided) and will give the month of Annual review.</p> <p>The EHC plan names the school or setting which is most suited to meeting the child's needs. Children will need an EHC plan if you are considering specialist provision.</p>	<p>*Review process as for SEN support unless it is an annual review where there is an additional form to be completed and a member of the Local Authority SEN team may attend.</p>
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