



Heworth Grange
Comprehensive



A Specialist Performing and Visual Arts College

Information about Special Educational Needs and Disabilities

For Parents & Carers



Confident Schools - Confident Parents
The Lamb Inquiry
Meeting Special Educational Needs in Durham

 **Gateshead**
Council

www.gateshead.gov.uk

An introduction in Special Educational Needs support and provision at Heworth Grange Comprehensive



**Heworth Grange
Comprehensive**



A Specialist Performing and Visual Arts College

Our School SENCO:

Special Educational Needs Coordinator

Emily Baty

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Our SEN Governor:

Elaine Pickering

☎ 0191 4212244

If you would like any independent support or advice about any aspect of your child's Special Educational Needs and Disabilities please contact the **SEND Team:**

☎ 0191 433 8581

✉ SENTeam@gateshead.gov.uk

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What are Special Educational Needs and Disabilities?

A special educational need can be a number of different things. For example, your child may be having problems with reading, maths or behaviour, which school can help by putting extra support in at school and by working in partnership with yourself. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

The Equality Act says a disability is a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day- to- day activities.

Types of special educational needs and disabilities can include:

- ❖ General Learning Difficulties - children whose learning progresses at a slower pace
- ❖ Speech and Language Difficulties
- ❖ Behavioural Difficulties
- ❖ Dyslexia (difficulties with reading, writing and spelling)
- ❖ Dyspraxia (problems with motor skills, organisation)
- ❖ Dyscalculia (difficulties with number work)
- ❖ Autism
- ❖ ADD/ADHD (Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder)
- ❖ Downs Syndrome
- ❖ Cerebral Palsy
- ❖ Mental Health Issues
- ❖ Social and Emotional Needs
- ❖ Visual/hearing Impairment
- ❖ Other Physical/Medical Needs



How do schools help children with Special Educational Needs?

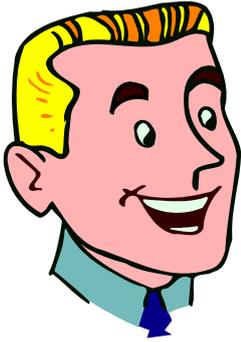
Children learn and develop in different ways. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools must provide for all children. However, many children, at some time in their school life, need extra help.

Because of this, schools must:

- ❖ Talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving
- ❖ Appoint a member of staff as the Special Educational Needs Co-ordinator (SENCO)
- ❖ Have a written Special Educational Needs policy - a copy should be made available for parents
- ❖ Take account of the Special Educational Needs and Disabilities (SEND) Code of Practice 2016. This is advice given to schools by the government which outlines what schools should do to support pupils with SEND and gives recommendations for good practice

Schools recognise that you, as your child's parent/carer, are the expert on them and will involve you every step of the way.





What does the
SENCO do?

SENCO = Special Educational Needs Co-ordinator

If your child has Special Educational Needs the SENCO should:

- ❖ Ensure the right support is put in place for your child
- ❖ Advise other teachers on how to help your child
- ❖ Arrange training for staff so they understand your child's needs
- ❖ Work closely with you on a regular basis to talk with you about your child's needs and listen to any ideas or concerns you might have
- ❖ Work with other professionals (if necessary) who may be able to help your child, e.g. speech and language therapist /medical professional/ educational psychologist





How are Special Educational Needs identified?

The first person to identify that a child has special educational needs may be:

- ❖ Yourself, as parent or carer
- ❖ The class teacher
- ❖ A health visitor
- ❖ Another medical professional

If it seems that your child may have special educational needs, your child's class teacher or the Special Needs Co-ordinator (SENCO) will assess:

- ❖ What your child is good at and what they need help with
- ❖ What your child would benefit from learning
- ❖ How best to help your child learn

Information about your child's targets and any extra support they receive at school may be recorded on an IEP (Individual Education Plan) or Provision Map (see overleaf)

Children thought to have special educational needs will be placed on the school's special educational needs register and receive one of three levels of support:

- ❶ A graduated response the initial step (see page 6)
- ❷ The next step in the graduated response (see page 7)
- ❸ An Education Health Care Plan/Single Plan (see page 8)

The level of support received may change throughout their time at school. School staff will speak to you if they think this should happen and will ask you for your opinion about this.

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What is an Individual Education Plan or Provision Map?

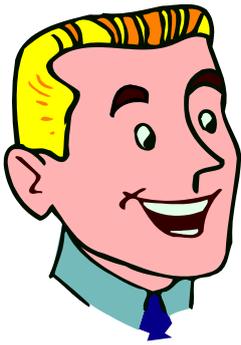
An Individual Education Plan (IEP) / Provision Map says what the school, SENCO plan to do to help your child learn. All teachers should be aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

An Individual Education Plan / Provision Map will be written especially for your child. It should include:

- ❖ Short term targets for your child which are linked to their needs
- ❖ Details of any extra support your child will get
- ❖ Who will give your child help
- ❖ How often your child will get help
- ❖ How and when the school will look at your child's progress again (this should happen three times a year)

It is good practice for schools to share copies of Individual Education Plans / Provision Maps with parents / carers.





What a graduated response?

If your child is receiving school based support these are some of the things you can expect from our school:

- ❖ Your child's class / subject teachers will be finding ways to support them in class such as:
 - Changing the way lessons are planned and delivered
 - Matching activities to the ability / need of your child (differentiation)
 - Adapting learning materials such as worksheets, books and activities to suit your child's needs
- ❖ Small group support
- ❖ The teacher will work in partnership with you and the SENCO to find ways to support your child with their needs, including giving you ideas on how you can help your child at home
- ❖ School staff should set targets for your child which will be shared with you, either during Parents' Evening or a Review Meeting. They may record this on an Individual Education Plan or Provision Map



For many children this action will be enough to support your child with any difficulties and will help them make progress.

Where your child may need more help, the school and SENCO may suggest your child is moved up the graduated response process and an outside agencies help is needed ►



What the next step in a graduated response?

If your child is receiving school based support and the support of an outside agency these are some of the things you can expect from our school:

- ❖ Continuation of all help your child receives at within school
- ❖ Teachers, teaching assistants and the SENCO will continue to work together to find ways to support your child in school
- ❖ The school should seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:
 - Carry out further assessment of your child's needs
 - Provide advice to schools on how to best support your child
 - Suggest resources that would help your child make progress
- ❖ You should receive copies of any planning to meet your child's needs (Individual Education Plan / Provision Map - see page 5). This will include targets your child is working towards, resources used and when progress will be reviewed.
- ❖ Your views will be important in planning for your child's education. Progress will be reviewed regularly either at Parents' Evenings or during review meetings with the school SENCO.



This extra support may be enough to support your child with any difficulties sufficiently to ensure that progress can be made in school.

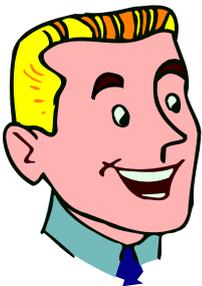
A very small number of children (about 2%) may need further support and the school may suggest applying for an Education Health Care Plan ►



What is a Statutory Assessment?

If your child's needs are very complex and/or severe the school may ask the Local Authority to carry out a Statutory Assessment:

- ❖ This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- ❖ At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education Health Care Plan/Single Plan for your child.
- ❖ As a parent/carer you also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- ❖ Statutory Assessment is only appropriate for a small number of children. Your school SENCO or the Parent Partnership Service will be able to advise you about this.



What is an Education Health Care Plan, or Single Plan?

If the Statutory Assessment shows that your child needs an Educational Health Care plan they will produce a detailed individual plan advising schools what they must do to support your child.

If your child has an Education Health Care Plan the school must:

- ❖ Hold an Annual Review Meeting to which you and other professionals must be invited.
- ❖ The meeting will also look at the Health and Social Care needs of your child.
- ❖ Provide your child with the full range of support specified in their statement. This usually equates to additional support and may be group or individual support (Schools organise this in different ways according to the needs of your child)

We appreciate this is a very complicated process so please seek advice from your school's SENCO or your Parent Partnership Service.

We hope this information has helped you to understand how schools support children with Special Educational Needs.

If you would like to talk to someone about your child's needs please call into school.

If you are concerned that your child's Special Educational Needs, or Disability aren't being met or your child isn't making progress, please talk to Emily Baty about the support for your child.

Thank you for working with us to help your child enjoy school and enjoy learning.