



SEND Support Leaflet

An information guide for Parents and Carers

We believe passionately in our school and its community.

We believe that South Ascot Village School (SAVS) is a special place; a school which truly values each and every individual.

"Together we have strength"

- What is the SEND Code of Practice? Page 3
- What are Special Educational Needs?
- There are four broad areas of SEN need
- What are SAVS's Values and Expectations with regard to pupils with SEND needs?

- What do we do to help? Page 4
- What is SEN support?
- SEN support might include:

- Who supports my child with their SEN? Page 5
- Who may become involved with my child from outside the school?
- Does the school get individual funding for my child's SEN needs?

- What is an EHCP? Page 6
- A Graduated Approach
- Who do I talk to?

- How can I help my child? Page 7
- Where can I go to for more information?
- External links

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 SAVS's 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 do we do to help?

As a school, we assess all children to identify their strengths and needs and how they can best be supported. 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. At SAVS's, 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, teaching styles and access strategies. If, following appropriate teacher assessments and support, a child does not make satisfactory progress the class teacher will discuss the next steps with the SENCo.

Many children may receive support in class through differentiated work and short-term interventions.

Some children 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 the teacher and SENCo will monitor their progress to ensure that the interventions are appropriate and successful.

A few children may benefit from support and advice from other sources and specialists. The school will receive an individual targeted plan to support the child with recommendations for the class teacher to follow within the classroom environment or on a 1:1 basis, if necessary.

A very small number of children 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 need, they will be placed on our school's SEN support register. When this happens, parents /carers will be informed – usually this takes place at a parents evening – and the support will be discussed. At SAVS, to support SEN children, 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.

Who supports my child with their SEN?

- The class teacher is the first person to approach as they will know your child better than anyone else.
- SENCo / Deputy Headteacher – Mrs Carey Kelly

c.kelly@southascotvillageschool.org.uk

- Headteacher – Miss Kate Rimell

Every adult in school is also trained to support all our children and have had training in many SEN areas, such as dyslexia, ADHD, anxiety, ASC and trauma.

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 SENCO 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 SEN needs?

Unless a child has either an EHCP or Early Years high needs funding, the school does not receive specific funding for individual children. Instead, 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 EHCP is allocated a set amount of 'top up funding' and this is used to give the provision outlined in their individual plan. One misconception though, is that an EHCP qualifies a child for a 1:1. Unfortunately, other than for children with the most complex needs, this is not the case and the funding amount is fairly nominal. Research also shows that having a 1:1 does not actually benefit the child, instead leading to increased reliance and decreased independence.

What is an EHCP?

If your child's needs are very complex and long-term the SENCo 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 and, as a school, we must clearly show that the child's academic development is severely affected by their needs or disability. In order to ascertain this, we will have built up over two terms of academic evidence. We call this the "graduated approach" and "assess, plan, do, review". We would also need to demonstrate that the additional needs, in financial terms, amounts to more than £6000 per year.

Parents can also make their own request for an assessment directly to the LEA. Our SEND team and the IAS (independent advisory service) will be able to guide you through the process, should this be necessary.

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 EHCP brings all of your child's education, health and social care needs into one legal document. A child with an EHCP will have termly reviews and an annual review at least every 12 months.

A Graduated Approach

When your child is identified as having SEN, we use a graduated approach based on four steps: Assess; Plan; Do; and Review. This cycle of assessment, planning, intervention, and review ensures that strategies are effective and based on an up-to-date understanding of your child's needs and progress.

If we decide that your child needs SEN Support, we will always do this in collaboration with yourselves as the parents / carers. We will discuss with you the outcomes sought for your child (i.e. what we are aiming to achieve), the help that will be provided and a date for progress to be reviewed. Initially this will be done through the class teacher, who has the most in-depth knowledge about your child.

The class teacher, alongside the SENCo, will review your child's progress, monitor the impact that SEN Support is having and decide on the next steps. You and your child will be involved in the review and in planning the next step.

If your child has not responded to the help they were given, the review will decide what can be done next. This may include more or different help, for example, using outside agencies like the Educational Psychologist or the Early Help team.

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 signpost you to the SENCo. If you need to speak to Mrs Kelly, the SENCo, please either call the school office to arrange an appointment, or email Mrs Kelly directly – c.kelly@southascotvillageschool.org.uk

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 and home learning.
- Continual encouragement and praise.
- Attending all meetings such as parents' evenings and arrange meetings with the SENCO 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 SEN more generally, please speak to your child's class teacher or our SENCO. You could also see our website. The school's SEN Policy and information report sets out more detailed information about the support available for children with SEN and disabilities. Additionally, you could look at the RBWM "local offer":

https://rbwm.afcinfo.org.uk/local_offer

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://www.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://www.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:
- IPSEA home, IPSEA <https://www.ipsea.org.uk/home>