

Parent Handbook: Special Educational Needs

A guide to the SEN process and services at
Ashburnham

Contents

- What are Special Educational Needs (SEN)?
- What are the different levels of SEN?
- School Action and School Action Plus
- What is an IEP?
- Working in partnership with parents and carers.
- What kind of support is available?
 - in class
 - out of class
 - outside agencies
- The Statementing Process
- Useful contacts

It is estimated that 25% of children will have Special Educational Needs at some point in their time at school.

Some needs will be short term and can pupils can be supported through short term intervention programs and additional support from school and home. Some pupils have long-term needs and learning support throughout their school careers.

This booklet aims to explain the different levels of SEN and the support available, ideas on where to go for support and advice and a list

What are SEN?

Children have Special Educational Needs (SEN) if they have a learning difficulty, which calls for special educational provision to be made for them on top of a differentiated curriculum. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of RBKC

SEN provision is ‘for children of two or over, educational provision which is additional to, or other wise different from, the educational provision made for children without SEN’ (see section 321 Education Act 1996).

At Ashburnham we use RBKC’s criteria for assessing children’s attainment and deciding on needs and provision.

A special educational need may have a particular heading such as dyslexia or autism. It may be that a child has a specific need such as language development or that they have a less specific need. Usually a need falls into one or more of

these broad areas:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

It may just be that your child needs a little extra support in one or more subject area or would benefit from some circle time sessions to develop social skills. Being on the SEN register simply means that your child is getting targeted intervention that will support their learning at Ashburnham.

If you are worried that your child may have a special need and would benefit from being on the SEN register you can talk to your child's class teacher or the SENCO.

If you would like further advice or information on other specific needs (- dyslexia, ASD, dyscalculia, hearing impairment etc.) please arrange to meet with the SENCO.

What are the different levels of SEN?

RBKC provides the criteria for SEN as outlined below. We have also added a ‘Boundary for Concern’ section as this allows for early intervention and support.

SEN CRITERIA

Year Group	National expectation	Recommended Boundaries:		Boundary for Concern
		School Action	School Action Plus	
R	4-7 ELGs	EYA	EYA+	3 or less
Yr1	1b	Working toward L1	Working toward L1	ELG-1a
Yr2	2b	Working toward L1	Working toward L1	1c
Yr3	2a/3c	Working at L1	Working toward L1	2c
Yr4	3b	Working towards L2	Working at L1	2a
Yr5	3a	Working at L2	Just achieving L2	3c
Yr6	4b	Just achieving L3	Working at L2	3b

Boundary for Concern:

This is an optional level of identification that allows for early intervention to identify children who may go onto School Action without additional support. These children will have an IEP (individual Education Plan) which will outline strategies to support the child in class and at home.

School Action:

This is the first tier of the SEN Register. A child on SA may be at risk of not

achieving average attainment levels by the end of the school year, they will have an IEP which will outline targets, strategies for support and review dates for each target. Children at SA may get support from the learning mentor or our SALT (speech and language therapist). They will have differentiated work in class (which can be seen on the class teachers planning) and may be part of a group intervention sessions to help to support the children in achieving the short term targets on their IEP.

School Action Plus:

A child at SA+ may be at risk of not achieving average progress for their age group. They will have an IEP which outlines strategies and support. They may also work with a number of outside agencies and our EP (Educational Psychologist) to find strategies and services to best support each child. These consultations need parental consent and we find that when working in partnership with families we usually have the greatest success. Children at SA+ will have differentiated work and on-going targets (as seen on Class teachers planning). They may be part of ‘out of class’ intervention groups led by the SENCO (Special Educational Needs Coordinator) and/or ‘in class’ intervention groups led by the class teacher or a TA.

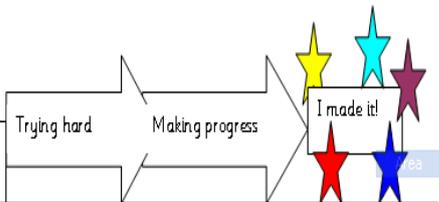
What is an IEP?

An Individual Education Plan (IEP) is a contract between people working with a child that sets out key targets for each individual child and strategies to use to help them be achieved. At Ashburnham a letter will go home every term which shows the progress that a child has made in achieving their IEP targets and what the new targets will be.

Name: _____
Class: _____



Track My Targets!

I know I am reaching my target if...	I can work towards my target...	
I know all my Phase 2 sounds. I am working on: Z, X, W, J, Y, H and U without using the picture prompt.	• I am working with Mr Joseph on my Phonics	
I can write a simple sentence independently. Like: <i>The cat is fat</i> .	• I am working with Miss Hill or Mr Joseph in Literacy.	

Ashburnham Community Primary School IEP for CHILD'S NAME

Tuesday 7th April 2013

All targets to be updated end of Summer term 2013


I agreed my targets!

CoP:	Target	Strategies/ Support	Reviewed
	To write at least 3 full sentences for every writing session in literacy.	Use say, count, write, read for every sentence – TA to remind. To ensure 'Hold a sentence' is done in every phonics session. Picture prompts.	Daily
	To apply Phase 2 and 3 phonics in his writing.	On-going specific tricky word targets for literacy. On-going specific 'phonics of the week' targets for literacy. Writing support cards on literacy table. Tricky word wall next to table.	Daily
	To add/subtract a 1 digit number to a 2 digit number to 20.	Practical calculating rather than with a number line during numeracy sessions. TA differentiated support.	Half term
	To become more confident and engage more readily with peers and teachers.	Circle time once a week. Sit next to friends on the carpet.	Weekly
	To become a more independent learner.	To sit next to solution board. To have a 'help board' with smaller success criteria steps on. To have a go first before asking an adult.	Daily.

Working in partnership with parents and carers.

Working in partnership with parents/carers and any outside agencies involved with a child is the best way to support a child with special educational needs.

Parents/carers will be notified that their child may need to go on the SEN register and a meeting will be held with class teacher and/or SENCO with parents/carers to discuss current support, set up targets for school and home using the IEP. An IEP is reviewed 3 times a school year, each time the parent/carer will be asked to agree with the school targets and also a target at home. Where appropriate children will also feed into an IEP.

Parents are asked whether they agree with the targets and are always asked for any comments– please do let us know what you think.

Parents/carers will be notified of any outside agencies who could work with their child. How long the support may be in place for and what kind of feedback they can expect from the visiting agencies. For some it is easier to meet with parents/carers for other it is more difficult and information may be passed on via the class teacher, TA or SENCO.

What kind of support can I expect for me and my child?

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We have lots of different types of intervention and support strategies in place at Ashburnham. We are also lucky enough to be linked with some great outside agencies through RBKC. Support varies from child to child but a general outline of some of the intervention available is outlined below:

In Class:

- Differentiated work and home learning
- Preferential seating
- Class Teacher/TA focus group for key area
- Differentiated on-going targets
- Learning mentor time

Out of class:

- Numeracy Intervention
- Literacy Intervention
- Guided Reading/Writing Intervention
- Phonics Intervention
- Extra mental maths groups
- Learning mentor time
- Primary transfer from nursery support
- Transfer to Secondary support
- School Based Social worker.

Outside Agencies:

- Behaviour Intervention Team (BIT)
- Educational Psychologist
- Early help Team
- Family Support Worker
- Clinical Psychologist
- Individual support Teachers
- Speech and language Therapists
- School Nurse
- Volunteer Readers

See Website for 'Wider Inclusion Team' booklet which introduces our team and outlines the services we can provide.

And don't forget:

We run open coffee mornings throughout the school year with different themes to support parents with various issues. We can put you in touch with other services within RBKC to support you and your family outside of school. We also run the Family groups for parents and children. –*For further information about any of these see our newsletter, website or contact the office .*

Alongside all the intervention we also have a we range of resources for specific needs that are in class for children to use. Sometimes, something as simple as a reading ruler, can make a huge difference.

Single Assessment Process

In some cases a child may require an Education and Health Care Plan from RBKC. This will lay out the specific needs of the individual and statutory intervention and support that will support the child's progress. It will give details of specific support from Individual support Teachers, Speech and Language Therapists, Occupational Therapists and Pupil Support Services. It will also give advice on how to best fulfil the child's needs. It may also outline designated 1:1 support from a TA (teaching assistant) or LSA (Learning Support Assistant). If this is the case it will say exactly how much support (in hours) is funded.

The Statement is then reviewed yearly at an Annual Review– a meeting where all adults who work with the child are invited to share what is working and to decide upon next steps. These meetings form the basis for the intervention and support to be recommended to RBKC for the following year.

If you think your child requires a statement or would like to discuss the option please arrange to meet the SENCO.

Over leaf is a list of useful contacts. More specific advice and contacts can be provided in relation to specific needs such as ASD or Dyslexia via our SENCO.

Useful info:

<http://nationalstrategies.standards.dcsf.gov.uk>

www.teachernet.gov.uk/wholeschool/sen/parentcarers

<http://www.senparents.co.uk/index.htm>



If you would like any support or information or even just a chat about special educational needs please contact Maya Wittleton our Assistant Head Teacher and Special Needs Co-ordinator (SENCo) through the office.