

# SEND information for Parents SENDCo – Mrs A Green

# What does SEN look like at The Holy Spirit Catholic Primary School?

Children may move up and down the stages throughout their time at the Holy Spirit and, unless stated otherwise, will begin at the base of the triangle.

### **EHCP**

# **Enhanced Support**

Here further support may be sought from external agencies such as Educational Psychologists or Occupational Therapists

# **Additional Support**

If pupils require more support than is available within their year group, pupils will be places on the SEN register and an Individual learning plan will be developed to further support the child.

# **Classroom adaptations**

It may be identified, within class, that a pupil requires additional support within the classroom. Here, this would be given by the class teacher and may include adapting the classroom to meet needs and offering addition support such as higher-level scaffolding and increased frequency check ins.

# **Universal Support**

At The Holy Spirit Catholic Primary School, we provide quality first teaching and varying levels of scaffolding, within each classroom, to ensure that the needs of all pupils are met.

# What are Special Educational Needs (SEN)?

'A child or young person has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. A learning difficulty or

disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in main stream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision 'Code of Practice 2014'.

Your child has been identified as having SEN as their development is:

- 1. Very different from that of their peers starting from a similar baseline.
- 2. Significantly slower than previous progress they have made.
- 3. Showing a widening gap between your child and their peers.
- 4. Need support to prevent a progress or developmental gap from grow-ing wider.
- 5. Your child's ability to regulate their emotions and understand their feelings is difficult for them.

Your child's development in one or more of the following areas requires sup-port.

- 1. Cognition and Learning
- 2. Sensory and Physical
- 3. Social, Emotional and Mental Health
- 4. Communication and Interaction

# Who should I talk to if I am concerned about my child?

Talk to your child's class teacher and discuss any questions you have with them first. If you would like any further advice or help talk to our SENDCo, Mrs A Green

Telephone - <u>01928 563148</u> Email – amy.green@holyspiritruncorn.co.uk

# What is a Graduated Approach to SEN?

Each child at The Holy Spirit is considered on an individual basis and appropriate support is given and continuously reviewed. We follow a graduated approach (explained below) when a child is identified as SEN.

#### ASSESS

A problem has been recognised. A baseline is been collected to show where the child is now.

#### REVIEW

Child's skills are checked

- Has the child made progress from when the baseline was collected?
- 2) Where is the child in comparison to the expected attainment for their age?

# Review Plan

#### DO

Intervention is put in place and tweaked as required.

#### PLAN

Intervention (known to work) is determined and proposed outcomes (i.e. what skills the child will achieve) are developed. The length of time that the intervention will run is determined.

The child and the family and always at the heart of the Assess, Plan, Do, Review Process.

