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Epping Forest Schools Partnership Trust
"Unlocking the potential of collaboration"

Staples Road Primary School A Parents' Guide to Special Educational Needs and Disabilities

This booklet has been designed to give an overview of Special Educational Needs and Disabilities or SEND at Staples Road Primary School.

Children can need additional support at school for a wide variety of reasons. Sometimes the support is for a short while, sometimes it can be for longer. Additional Support is always designed to help the child and enable them to enjoy and achieve.

What do we mean by Special Educational Needs and Disabilities, or SEND?

A child may have special educational needs if they:

- find learning much harder than other children their age
- have a disability that means that it is harder to access learning without additional or alternative support

Special Educational Needs or SEN can be with...

1. communication and interaction; including speech and language needs or autism.
2. cognition and learning;
3. social, emotional and mental health
4. sensory and / or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others, the precise nature of their need may not be clear at the outset.

We want all children, including those with SEN, to:

- Achieve their best
- Become confident individuals, living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

What do the adults in school do, in relation to Special Educational Needs?

Class Teachers...

- Ensure high quality teaching and differentiation for pupils, including those with SEN.
- Adapt and refine the curriculum to respond to the strengths and needs of any pupil with SEN in their class.
- Check on the progress of all children and identify and plan for additional support.
- Contribute to devising personalised learning plans.

Class teachers can be contacted via the school office on admin@srps.efspt.org or 020 8508 1241.

The Special Educational Needs and Disabilities Coordinator, sometimes called SENCO or SENDCO, Mrs Helen Davis:

- works with parents, teachers and visiting specialists to enable appropriate support for children at school. The SENCO can be contacted by parents via email to the school office admin@srps.efspt.org or by telephone on 020 8508 1241, ext 4.

Learning Support Assistants, sometimes called LSAs:

- can work across year groups, in different classes and support small groups of pupils or individuals.
- At Staples Road, many LSAs are assigned to work with individual children with significant needs. Speak to the class teacher if you would like feedback from them and the LSA.

As part of their roles to support children, LSAs:

- Support and enable the learning of children, following the guidance of the class teacher / class teacher's planning
- Share information with the class teacher and SENCO.
- Deliver a range of intervention and support programmes which will move learning / learning behaviours or other areas of need forward.

Wellbeing Mentor:

- works with children to support their emotional and social well-being.
- Wellbeing Mentor sessions may be based around social skills, emotional well-being or supporting a child through a changing or tricky time.
- Children need to be referred for mentoring by their class teacher.

Who to ask if you have a question or concern?

1. Please contact your **child's class teacher** if you have a question. They will talk through any concerns you have regarding your child at school and any additional support that is helping, or could help, your child.



2. Teachers may involve the **SENCO** or ask the SENCO to advise – but you can contact the SENCO directly if you would like to.

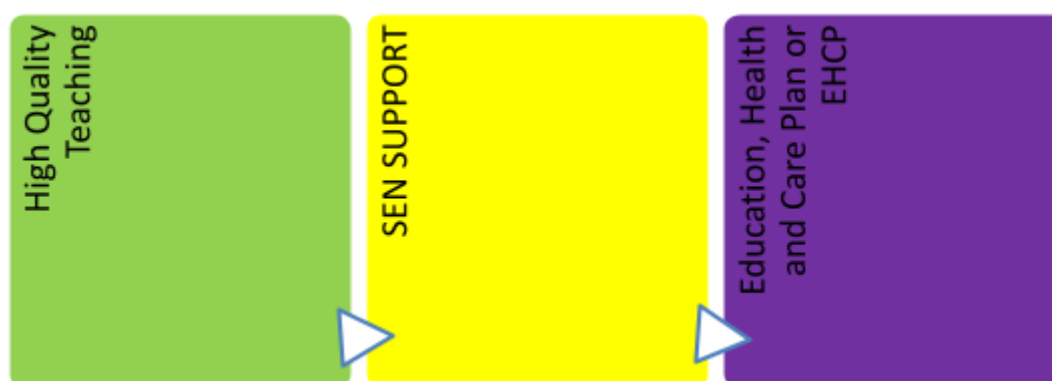


3. Most of the time, we are able to answer questions and suggest ways forward with support for your child. Sometimes it may be appropriate to seek further specialist advice. Specialist referrals often need evidence of the support in place at school first to be successful; the assess, plan, do review cycle. If you have a question about a possible referral for further advice, please discuss this with us and we can advise.

The Graduated Approach to Special Educational Needs and Disabilities

- Children can be helped and supported in lots of different ways at school. Some adaptation to learning happens as part of teaching and learning every day and does not necessarily mean that a child has special educational needs.
- Children can be working below age expectation and not necessarily be deemed to have a special educational need.
- If parents and school agree that a child needs additional support because of a special educational need, we will develop a **'Learner Profile'** with you. Which will mean that your child will have some additional or different provisions timetabled to support them. All children with Learner Profiles are on the school's **SEN register**.
- We have a range of support strategies and programmes to support children with a wide variety of differing needs. If you would like to find out more, please take a look at our Inclusion / SEND Report & Policy available on the school website.

The Graduated Approach to Special Educational Needs and Disabilities



High Quality Teaching is for all children - those without SEN and those with. All children are entitled to high quality teaching which caters for their strengths and needs within the class differentiation.

As part of this stage, children can access short term additional catch-up or booster groups to support them as appropriate.

SEN Support – is the stage of the graduated approach to SEN where most children with SEN are at. Children have a learner profile document, are on the school SEN register and access some additional or different provisions to their peers to enable them to learn and make progress.

An **Education, Health and Care Plan (EHCP)** can enable some further funding and more support. An application for an EHCP would be submitted if the child's needs and provisions cannot be met / enabled at SEN SUPPORT level alone. Parents can apply at any time for an EHCP, but for school to apply, we need to evidence cycles of assess, plan, do, review at SEN support level and, if possible, it can help to have sought and followed specialist advice. The local authority, Essex, not the school, decide whether to grant an EHCP.

'Learner Profiles' and the Assess, Plan, Do, Review Cycle:

All support, not just SEN Support at Staples Road Primary School, takes the form of a four-part cycle through which earlier decisions and actions are revisited and reviewed with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.



You will see on our school learner profile formats:
(created for children with SEN)

- The pupil's strengths.
- The pupil's views, aspirations and preferences.
- Planned outcomes (achievable and measurable) for the child.
- Support / provision that will be put in place for the child to reach those outcomes.
- A review of how far each outcome has been met, is written at an agreed point in the future.
- Profiles are written to be 'child-friendly' to promote the child's access to the document.
- Essex refers to this cycle of assess, plan, do, review as 'One Planning'. Our Learner Profiles are our 'One Planning' documents.

Children's learner profiles, while updated termly, are working documents and if children reach outcomes earlier than the review date, they will continue to be supported to reach their next steps and this progress will be shared with parents at the next opportunity. Likewise, if it becomes evident that children require a different provision to that outlined in their profiles as the term progresses, then this will also be implemented and the next learner profile can be adapted to reflect this.

How are parents involved in the ongoing planning and provision for children with SEND?

Parents are invited to contribute to their child's learner profile at least three times during each academic year. Professionals from outside agencies, who are involved in a child's care and education at school, can advise how best to plan and provide for a child's needs at school.

Our teachers and SENDCO are happy to meet with parents/ carers to hear concerns and discuss provisions when needed. The SENDCO can be contacted at the school by any parent with a question or concern in relation to SEND.

Where to go for further information or to raise a question or concern...

A range of policies are available on the [school's website](#), or we can provide copies on request.

For information on the [Essex Local Offer](#), please visit

Who to contact if you have a question or concern...

Your first point of contact is your child's class teacher. An appointment can be made to meet with them through the school 'dojo' messaging system.

The Special Educational Needs coordinator (or SENCO), Mrs Helen Davis can be contacted by e-mail via the school office admin@srps.efspt.org or on 020 8508 1241 ext4.

If you still feel that you have further questions or concerns, you are able to contact the Deputy Head, Mrs Claire Dawson, or the Headteacher, Mr Nick Mallender. Either can be contacted via the school office through the email address above.

Independent Advice Relating to SEN:

For independent advice about SEN, separate from school or county, please see the [SENDIASS](#) website.

The Essex SENDIAS Service (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). It is free, easy to access and confidential.