

Heron Way Primary School



Special Educational Needs : A guide for Parents and Carers

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We inspire, excite and challenge.
Together we will learn how to meet the challenges of tomorrow.

[SEND Glossary of abbreviations](#)

- CAMHS - Child and Adolescent Mental Health Services
- EAL - English as an additional Language
- EHCP - Educational Health Care Plan
- EHP - Early Help Plan
- EP - Educational Psychologist
- ILP - Individual Learning Plan
- SALT - Speech and Language Therapist
- SEND - Special Educational Needs and Disabilities
- SENAT - Special Educational Needs Assessment Team
- SENCO - Special Educational Needs Co-ordinator

What does SEND support look like in Reception?

- After initial baseline assessments during the first half term, focussed on the prime areas of learning, children needing additional support are identified.
- During your first parent consultation your child's class teacher will highlight any areas of need and discuss additional support.
- If a specific intervention is required you will be informed of the main areas targeted within the intervention and the expected outcomes.

What happens next?

- Meet with the class teacher and SENCO to talk about your child.
- We will identify how much support your child needs in order to make good progress with their learning.
- An ILP (Individual Learning Plan) will be written by the class teacher.
- We will give your child some personalised targets which we will discuss with you. They will be reviewed on a termly basis.
- We will inform you how we will support your child at school.
- We will ask you to help at home and give you some ideas as to how you can do this.

How will my child be supported in school?

- We will all work together to support your child.
- The SENCO will decide on the support needed using both the teacher and the Learning Support Assistants.
- The class teacher will work closely with the SENCO to decide the range of support- it may be 1:1/small group work support in/outside the classroom or participating in a specific intervention programme.
- Every child is different so the support will be specific to them.
- Your child will have an Individual learning Plan (ILP) that sets out the planned provision. You will be shown this and be asked to sign a copy.

Will my child always have Special Educational needs? (SEN)

All children are unique! Children learn at different rates and many factors can affect progress which may be long or short term.

- Ability
- Emotional state
- Age and maturity

Early identification of SEN gives your child the best possible chance of progress. The progress will be constantly monitored and reviewed with new targets set accordingly. We will meet with the parents each term to discuss these. If a child is given the tools to succeed early enough, this allows greater opportunities for success in their future.

Approximatively 20% of all children have SEN at some time during their school life



For more information on SEND provision in West Sussex visit the website to view their local offer
www.westsussex.local-offer.org

Common Questions

- **What is an Individual Learning Plan (ILP)?**
An ILP is a personalised plan that sets out your child's targets in which they are working towards in school. These are agreed between the teacher, the child and SENCo. They are shared with parents.
- **What is an intervention?**
Intervention is what we call additional, targeted support that the children may be involved in to achieve their targets. The type of and frequency may vary from child to child.
- **What is the SEN register?**
If a child is identified as having special educational needs, the school is required to keep a record of this and to monitor the support that is put in place. It remains in school and is updated on a regular basis.



We are committed to providing the best learning environment for all children. This is most successful when we work together with you to support your child.

What are Special Educational Needs (SEN) ?

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children the same age and need additional support to access the curriculum.
- Have a disability which prevents or hinders them from making use of the educational facilities generally provided for children of the same age in mainstream schools.

Special educational needs may relate to:

- Communication and Interaction - speaking and listening skills.
- Social , Emotional and Mental Health - behaviour and emotions.
- Sensory and/or Physical - movement, fine and gross motor skills.
- Cognition and learning difficulties - understanding and applying what they have learnt and maintaining concentration and focus independently.

How will I know if my child has Special Educational needs?

- Your child may have been given individual targets for them to work towards from a previous setting.
- All children are assessed very carefully within the first few weeks and may be identified as needing some additional support with their learning.
- The class teacher will talk through any concerns with you and seek advice from the SENCO and/or outside specialists.

It is important that you talk to your child's teacher and share any worries you may have. We can only help if we know about your concerns.

