

- * Educational Psychologist
- * Specialist Teaching Team
- * Speech and Language Therapy
- * Behaviour Outreach Support Service (BOSS)
- * The Working Together Team (TWTT)
- * Child and Adolescent Mental Health Services (CAMHS)
- * CASY Counselling
- * Physiotherapist and Occupational Therapist Services
- * Sensory Education and Support Team (SEST)
- * Early Years Specialist teachers Team

Any reports are shared with parents and advice given may be used to support pupil profile targets.

Developing Independence

It is important that children do not become over-reliant on the help which is given and there will always need to be opportunities for children to work independently to use and apply skills they have been developing.

What is an EHCP?

In some cases pupils have more complex needs and, despite the school putting in place various different universal and targeted support strategies, there is not enough progress made over time. The school will collect evidence and request an assessment from the Local Education authority for Education, Health, Care Plan (EHCP). This plan is a legal document reviewed annually.

Who supports pupils with SEND in school?

The Head Teacher has overall responsibility for SEND in the school. The school SENDCO monitors the provision and provides advice for both parents and teachers. The SENDCO in school is Mrs O'Rourke. Class teachers identify pupil's strengths, needs and the next steps needed and they will put this in place. Class teachers may be supported by teaching assistants and outside agencies where appropriate.

Everyone at Washingborough Academy wants every child to be the best they can be. If you want to discuss anything further please do not hesitate to get in touch with us.



SEND

**Special Educational Needs
and Disabilities Provision**

What does the term 'Special Educational Needs' mean?

The term 'Special Educational Needs and Disabilities' (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access an education than most children of the same age.

What 'need' might a child have?

- Learning difficulties
- Specific Learning difficulties
- Speech and language
- Social Communication Difficulties· Behavioural, Social and Emotional Difficulties
- Sensory Impairment
- Medical and Physical Difficulties
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If your child has special educational needs, they may need extra help in a variety of areas, for example:

- Reading, spelling, writing or understanding information
- Expressing themselves or understanding what others are saying
- Making friends and/or relating to adults
- Interacting socially with others
- Organising themselves
- Accessing information
- Accessing different areas in the school

Many children will have SEN of some kind at some time during their school education. For some this may be short term whilst for others there will be a range of help over their entire school life.

What does it mean if my child is placed on the SEN Register?

A child is placed on the register to acknowledge that he/she has a specific need and may need additional support to ensure progress is made. A child is only on the register for as long as he/she needs specified help. If a child is on the register when they move school, the information will be passed to their new school so that their education can be continued. The register is

for the use of teaching staff and is not shared with other children in the school.

What is a Pupil Passport or an SEN Support Plan?

This passport is created with the child and identifies your child's strengths and needs. It is used to help with transitions. The SEN Support Plan is set by the classteacher and will reflect specific targets to help your child move forward in their learning. These targets can be worked on in school and at home and will incorporate recommendations from outside agencies where appropriate.

What happens next?

Once your child is placed on the register the class teacher will plan to provide extra help and support for your child through a range of ways depending on his/her specific needs. You will be invited for a termly meeting to discuss and review the provisions and targets.

What help will my child get?

There are three ways we help children:

1. Universal support in the classroom

Strategies to help children in the classroom may include::

Working in pairs or small groups

Working with an adult to support them

Providing resources, displays or equipment e.g. working walls, prompt cards, spelling mats, counting equipment, pencil grips

Tasks set that are matched to their next steps; this may be different from the rest of the class

2. Targeted Support

Sometimes a child needs extra opportunities to help them learn skills. The teacher will then put in place specific focused interventions to achieve this. This is usually led by an adult outside the classroom. An intervention is generally a short term measure and will be reviewed to evaluate success.

3. Outside agencies

Where a child has specific or more complex needs, it may be decided to gain the advice and support of other relevant professionals. Outside agencies include: