

Parents Guide to SEN

Special Educational Needs (SEN)

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

What is a learning difficulty or disability?

A child of school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents them from making use of resources of a kind generally provided to other children/pupils of the same age in mainstream schools or mainstream post 16 institutions.

Special educational provision

This is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

SEN support: support
ALL pupils can access

Sometimes your child may need extra help in class, but this does not necessarily mean they have SEN

The majority of children identified as having SEN can be supported without the need for an Education Health and Care Plan (EHCP), this is known as SEN support

Class teachers will regularly check on children's progress and identify any barriers they may have

Teachers adapt their teaching to meet individual needs if your child is not making expected progress

What to expect from School...

My child finds learning and/or social situations in school difficult

These strategies can help...

Writing and reading frames

Specific intervention e.g. reading

Information presented in different formats

Support from peers

Responsive teaching

Task planners

Pen grips

Has the graduated response been correctly applied?

These strategies are not helping...

Small group work

These strategies may not work straight away. It takes time to learn how to use them successfully.

Social stories

A key adult

Adapted learning tasks

ELSA

I don't know?

Support from members of staff

Retrieval practice

Overlays

A supported area at lunch or break

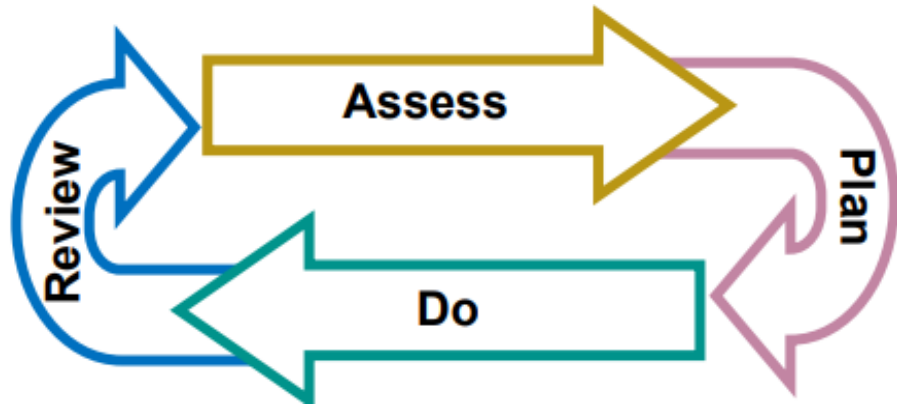
Chunking of information

Information recorded in different ways

The graduated response is a way of repeatedly checking that interventions and support match your child's needs

The Graduated Response

The Graduated Response:



What the graduated response could look like:

The School **assesses** your child and identifies a need.
The school **plans** an intervention to address the need.
The school **does** the intervention.
The school **reviews** the progress made by your child and the need for more or different support/intervention.

If your child has fully engaged in repeated cycles of intervention and support but not made progress from their starting point, then more specific assessment may be required to establish the nature and level of need. There are four broad areas of need, and the boxes below show some of the ways through which these can be supported.

Social, Emotional and Mental Health	Sensory and Physical	Communication and Interaction	Cognition and Learning
The Boxall Profile Mindfulness Restorative approaches Zones of Regulation Play therapy Wellbeing support GP referral to Point 1 and CAMHS Lego therapy	Sensory equipment/spaces Support from outreach services such as the hearing or visual impairment or physical disability teams GP referrals to physio and occupational therapy Assistive technologies and or equipment	Phonological awareness Vocabulary games Repeat instructions Teach listening skills Visual timetables Social stories Pre-teaching Colourful semantics Core vocabulary	Differentiation in class Support from adults Multi-sensory teaching strategies Phonics Working memory Motor skills Reasonable adjustments to the classroom Equipment - pencil grips, slopes etc Use of ICT

Schools do not 'fit' a pupil into a category, but rather provide support based on their level of need.

The majority of children identified as having SEN can be supported at SEN support level.

What is an EHCP ?

An Education, Health and Care plan (EHC plan or an EHCP) is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve.

EHCP Myths and Legends: What an EHCP IS NOT...

It does not provide your child with a 1:1 adult all the time. The EHCP is designed to support your child to make progress independently.

If additional resources are not required, then an EHC plan should not be necessary and therefore the needs should be met under delegated funding.

An EHCP is not a tool to facilitate frequent changes of school.

EHC needs assessment timeline

An EHC needs assessment is requested:

By 6 weeks:

The LA must tell you if they will or will not be assessing your child.

By 16 weeks:

The LA must finish the assessment and notify you of their decision.

Between 16-20 weeks:

The LA will send you a draft EHC Plan. You have 15 days to comment and suggest a specific school.

By 20 weeks:

The LA must issue your child's final EHC Plan.

Every 12 months:

The LA must review your child's EHC Plan.

How can I help my child?

Limit screen time

Encourage your child to read

Ensure good sleep patterns at home

Support them to build resilience to challenges, praise effort and persistence

Attend meetings – parents evening, phonics, transitions and SEN – We achieve the best results if we work together!

Offer a balanced and varied diet

Let the school know about any worries you have or changes in personal circumstances

Useful Links for parents

Educational Psychologist line for you to call: 023 9244 1497 (Fareham, Gosport, Havant, Isle of Wight)

SENDIASS [Hampshire SENDIASS - Special Educational Needs Support](#)

Young Minds [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)

Hampshire CAMHS [CAMHS \(hampshirecamhs.nhs.uk\)](http://hampshirecamhs.nhs.uk)

Family Hub [Family Information and Services Hub | Emotional Wellbeing and Mental Health](#)
[\(hants.gov.uk\)](http://hants.gov.uk)

Hampshire carer network [Hampshire Parent and Carer Network \(hpcn.org.uk\)](http://hpcn.org.uk)

Multi agency services you can access

School Nursing service

[School Nursing - Hampshire :: Healthier Together \(what0-18.nhs.uk\)](https://what0-18.nhs.uk)

[Family help services in Hampshire | Children and Families | Hampshire County Council \(hants.gov.uk\)](https://hants.gov.uk)

[Family Information and Services Hub | Family Support \(hants.gov.uk\)](https://hants.gov.uk)



Specialist services and expertise accessed by the school

Occupational therapists

Physiotherapists

Speech and Language Therapists (SALT)

Educational Psychologists

STAS – Specialist teacher advisers

Primary Behaviour Support

Outreach through Riverside Community Special School and Waterloo School

Children Services

Inclusion and activities outside of the classroom

- Activities and school trips are available for all children. The school carries out risk assessments and puts in place procedures for all children to participate.
- Children with special educational needs and/or disabilities may need adjustments and adaptations to ensure the child has appropriate access and is able to participate fully and safely.

Supporting children's wellbeing

We promote positive behaviour, mental health, wellbeing and resilience through our whole-school approach and specialist provisions for children or parents who may be experiencing emotional difficulties. This includes:

- Personal Social Health Education (PSHE) lessons taught by teachers. These lessons include the Sex and Relationships Education in Schools (SRE) curriculum as well as other topics such as exploring relationships, celebrating difference, keeping ourselves safe and learning about rights and respect.
- Our ELSA, Mrs Caroline Moakes, is specially trained to deliver programmes that support our children to develop their emotional needs; including support to maintain friendships and positive wellbeing.
- Specialist provisions such as social stories, self-regulation toolkits and individual reward charts
- Interventions to promote well-being such as transition groups and friendship skills groups

Supporting children's wellbeing

- Supported lunchtime activities
- Support from external agencies including Barnardos [Hampshire Healthy Families 0-19](#)
[| Barnardo's \(barnardos.org.uk\)](#)
- Focused activities during Anti-bullying Week and Children's Mental Health Week
- Classroom well-being strategies such as the worry monster
- Recognising and rewarding positive behaviours through a variety of ways, such as Class Dojos, Marvellous Me communications to parents, stickers, stamps and visits to the headteacher to share success

Transition to Clanfield

Children from another school moving to Clanfield Junior School:

- Social story
- Map of school
- Staff speak to current school staff
- Visits and tours
- Information shared between schools
- Welcome pack
- Taster days

Transition from Clanfield

Children from Clanfield Junior School moving to another school:

- Staff speak to new school staff
- Visits and tours facilitated between the schools
- Information shared between schools
- Visits from new staff to CJS welcome
- Strength based approach to support transition
- Taster day at new school if offered

Some common SEN acronyms...

ADD - Attention Deficit Disorder

ADHD - Attention Deficit and Hyperactivity Disorder

ASC - Autistic Spectrum Condition

ASD - Autistic Spectrum Disorder

CAMHS - Child and Adolescent Mental Health Service

CIN - Child in Need

CLA - Child Looked After

CoP - Code of Practice

EHCP - Education, Health and Care Plan

EP - Educational Psychologist

HI - Hearing Impairment

LSA - Learning Support Assistant

OT - Occupational Therapy / Occupational Therapist

PD - Physical Disability

PP - Pupil Premium

PRU - Pupil Referral Unit

SALT - Speech and Language Therapy

SLT - Speech and Language Therapy / Therapist

VI - Visual Impairment (loss of sight)

Complaints and concerns

If a parent/carer is unsure or concerned about any aspect of their child's SEND provision, they are encouraged to raise their concerns with their child's teacher or the SENDCo.

If parents are not entirely satisfied with the outcome offered by staff, they may follow the school's complaints procedure. The Complaints Policy and Complaints Procedure can be found on our website and are available from the school office.