



# North Park Primary School

An introduction to Special  
Educational Needs for  
Parents and carers.



By Nicola Wood  
Special Educational Needs Coordinator.



County Durham  
Families Information Service

Local  
Offer 

### **Our School SENDCO:**

Special Educational Needs and Disability

Co-ordinator:

Mrs Nicola Wood

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### **Our Special Needs Governor:**

Father John Livesly.

### **Head Teacher:**

Mrs P Monk

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If you would like any independent support or advice about any aspect of your child's Special Educational Needs please contact the **SENDIASS TEAM:**

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## What are Special Educational Needs?

A special educational need can be a number of different things. For example, your child may be having problems with reading, maths or have emotional problems, which school can help by putting extra support in at school and by working in partnership with yourself. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

### Types of special educational needs can include:

- ❖ Moderate Learning Difficulties - children whose learning progresses at a slower pace
- ❖ Speech and Language Difficulties
- ❖ Social Emotional Mental Health difficulties
- ❖ Dyslexia (difficulties with reading, writing and spelling)
- ❖ Dyspraxia (problems with motor skills, organisation)
- ❖ Dyscalculia (difficulties with number work)
- ❖ Autism
- ❖ ADD/ADHD (Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder)
- ❖ Downs Syndrome
- ❖ Cerebral Palsy
- ❖ Other Physical/Medical Needs



### Did you know?

At one point in their lives up to 20% of children/young people (1 in 5) need support for a Special Educational Need.



## How do schools help children with Special Educational Needs?

Children learn and develop in different ways. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools must provide for all children. However, many children, at some time in their school life, need extra help.

**Because of this, schools must:**

- ❖ Talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving
- ❖ Appoint a member of staff as the Special Educational Needs Co-ordinator (SENDCO) Mrs Nicola Wood
- ❖ Have a written Special Educational Needs policy - a copy should be made available for parents (on the school website)
- ❖ Take account of the Special Educational Needs (SEN) Code of Practice 2014. This is advice given to schools by the government which outlines what schools should do to support pupils with SEN and gives recommendations for good practice

**Schools recognise that you, as your child's parent/carer, are the expert on them and will involve you every step of the way.**





What does the  
SENDCO do?

**SENDCO = Special Educational Needs and Disability Co-ordinator**

**If your child has Special Educational Needs the SENDCO aims to:**

- ❖ Ensure the right support is put in place for your child
- ❖ Advise other teachers on how to help your child
- ❖ Arrange training for staff so they understand your child's needs
- ❖ Work closely with you on a regular basis to talk with you about your child's needs and listen to any ideas or concerns you might have
- ❖ Work with other professionals (if necessary) who may be able to help your child, e.g. speech and language therapist /medical professional/ educational psychologist





## How are Special Educational Needs identified?

The first person to identify that a child has special educational needs may be:

- ❖ Yourself, as parent or carer
- ❖ The class teacher
- ❖ A health visitor
- ❖ Another medical professional

If it seems that your child may have special educational needs, your child's class teacher or the Special Needs Co-ordinator (SENCO) will assess:

- ❖ What your child is good at and what they need help with
- ❖ What your child would benefit from learning
- ❖ How best to help your child learn

Information about your child's targets and any extra support they receive at school may be recorded on a Support Plan .

Children thought to have special educational needs will be placed on the school's special educational needs register and receive one of three levels of support:

- ① A short Note (school identify a cause for concern and share concerns with parents/carers.
- ② SEND Support (see page 6)
- ③ Statutory Assessment / Educational Health Care Plan. (see page 7)

The level of support received may change throughout their time at school. School staff will speak to you if they think this should happen and will ask you for your opinion about this.





## What is a Support Plan ?

A support Plan / Provision Map says what the school, the class teacher and the SENCO plan to do to help your child learn. All teachers should be aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

**A support plan will be written especially for your child. It should include:**

- ❖ Short term targets for your child which are linked to their needs
- ❖ Details of any extra support your child will get
- ❖ Who will give your child help
- ❖ How often your child will get help
- ❖ How and when the school will look at your child's progress again (usually at least twice a year)

It is good practice for schools to share copies of support plans with parents.





## What is SEND Support?

If your child is on SEND support level of support these are some of the things you can expect from our school:

- ❖ Your child's class / subject teachers will be finding ways to support them in class such as:
  - Changing the way lessons are planned and delivered
  - Matching activities to the ability / need of your child (differentiation)
  - Adapting learning materials such as worksheets, books and activities to suit your child's needs
- ❖ Small group support
- ❖ The teacher will work in partnership with you and the SENDCO to find ways to support your child with their needs, including giving you ideas on how you can help your child at home
- ❖ School staff should set targets for your child which will be shared with you, either during Parents' Evening or a Review Meeting. They may record this on a support plan.



For many children this will be enough to support your child with any difficulties and will help them make progress.



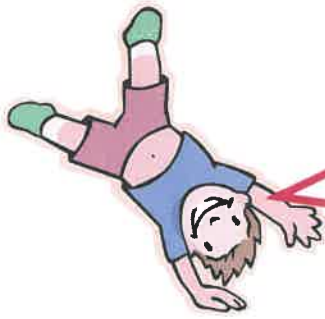
What happens if  
your child is still not  
making progress?

- ❖ Continuation of all help your child receives at SEND support.
- ❖ Teachers, teaching assistants and the SENCO will continue to work together to find ways to support your child in school
- ❖ The school should seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:
  - Carry out further assessment of your child's needs
  - Provide advice to schools on how to best support your child
  - Suggest resources that would help your child make progress
- ❖ You should receive copies of any planning to meet your child's needs (Support Plan). This will include targets your child is working towards, resources used and when progress will be reviewed.
- ❖ Your views will be important in planning for your child's education. Progress will be reviewed regularly either at Parents' Evenings or during review meetings with the school SENDCO.



This extra support may be enough to support your child with any difficulties sufficiently to ensure that progress can be made in school.

A very small number of children (about 2%) may need further support and the school may suggest applying for an **Education Health Care Plan** ▶



## What is Statutory Assessment?

**If your child's needs are very complex and/or severe the school may ask the Local Authority to carry out a Statutory Assessment:**

- ❖ This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- ❖ At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education Health Care Plan for your child.
- ❖ As a parent/carer you also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- ❖ Statutory Assessment is only appropriate for a small number of children. Your school SENDCO or SENDIASS will be able to advise you about this.



## What is an Education Health Care Plan?

If the Statutory Assessment shows that your child needs an Education Health Care Plan they will produce a detailed individual plan advising schools what they must do to support your child.

**If your child has an Education Health Care Plan Needs the school must:**

- ❖ Hold an Annual Review Meeting to which you and other professionals must be invited.
- ❖ Provide your child with the full range of support specified in their statement. This usually equates to additional support for at least 50% of the school day and may be group or individual support (Schools organise this in different ways according to the needs of your child)

**We appreciate this is a very complicated process so please seek advice from your school's SENDCO or SENDIASS.**

We hope this information has helped you to understand how schools support children with Special Educational Needs.

If you would like to talk to someone about your child's needs please call into school.

If you are concerned that your child's Special Educational Needs aren't being met or your child isn't making progress, see Mrs Nicola Wood.

Thank you for working with us to help your child enjoy school and enjoy learning.

