

## *What will happen if my child is identified as having a special educational need?*

The School closely monitors all of its pupils through a whole school tracking system and termly pupil progress meetings. Any pupils not making appropriate progress are quickly identified. If we feel that your child is not progressing due to a special educational need then we will ask to speak with you in the first instance, to discuss our concerns. This first meeting will give us the opportunity to share information and explain some strategies and interventions that we are planning to use. We will be keen to build a supportive partnership in which we can work together to remove your child's barriers to learning.

Following the SEN Code of Practice, the School uses a graduated approach when meeting the needs of children with SEN. Up to 20% of children and young people have special educational needs at some stage in their time in schooling; only around 2% have special educational needs which are of a severe and complex nature. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place they are soon able to catch up with their peers and make expected levels of progress. In School we call this 'differentiating the curriculum'. Your child's class teacher will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.

For some children this may not be enough to help them make adequate progress and they may need something which is, 'additional to and different from,' that which is normally provided for all children. If a child requires this type of support the School will monitor them according to the SEN Code of Practice. You will be kept informed of the additional support that your child is receiving. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group, alongside other children with similar needs. The small group work will be carefully targeted to address your child's needs and progress will be closely monitored and evaluated.

The school has a homework policy that gives all children a range of opportunities for home learning. Alongside this you may be asked to help support your child's learning by carrying out some specific tasks at home such as extra reading practice, or providing opportunities to practice new skills that have been taught in class. Please ask your child's class teacher for some suggestions as to how you can best support your child's learning at home. The important thing is to try and make the learning fun and to give lots of praise and encouragement.

The School will monitor your child at this stage for a period of time. You will be kept informed of their progress through regular meetings. Often this level of support, in addition to the

classroom curriculum differentiation, is sufficient to mean that your child no longer has barriers to learning and they start to make progress.

For some children, however, this may not be enough and the School, with your agreement, will make the decision to increase the level of support provided. This simply means that the School have decided to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.