

Reay Primary School Parent Information for Pupils with Special Educational Needs and Disabilities 2019

Reay is a culturally diverse one form school. We embrace the wide variety of groups and individuals that make up our strong community. We support the inclusion of all children, young people and adults who come onto our school whatever their cultural background, ethnicity, gender, religion, intellectual ability or physical ability and this is expressed and demonstrated as being a central part of our school ethos.

We work together as a staff team to establish an inclusive environment where children, parents, staff and visitors feel welcome, happy, safe, valued and respected. We strive to ensure that inclusive practice is at the forefront of all aspects of school life. This applies to our curriculum, the teaching and learning of all pupils and the allocation and use of physical space. We recognise that there are groups and individuals in our community who require extra provision and support to enable them to take a productive part in school life, achieve and make progress. Those who have particular gifts and talents belong to this category. We recognise other vulnerable groups in school who require support that is additional to or different from the majority, those with learning difficulties, those with disabilities, those from minority ethnic groups, those for whom English is an additional language, those who are socially disadvantaged, Looked After Children and those with emotional, behavioural or health issues. We understand that people can belong to more than one vulnerable group. We ensure that with regular information sharing, clear analysis of need, discussion, careful action planning and assessment and contact with outside agencies, everybody has their needs recognised and met.

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible.

- The school follows the Code of Practice 2014 ([See the SEND Code of Practice: 0 to 25 years in England. \[PDF\].](#)) which identifies four main areas of Special Need :
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory /physical

The information below details ways in which parents, children and young people may access SEND support at Reay School.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

Class teacher

responsible for:

- Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and discussing amendments with the SENCO as necessary.
- Writing Personal Learning Plans (PLP), sometimes called Individual Education Plans (IEP), with the SENDCo and sharing and reviewing these with parents at least once each term.
- Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Making sure that the school's SEND Policy is followed

s/he is recommended as the first point of contact if you have concerns

Contacted by: speaking to them before school at the beginning or after school at end of a school day to arrange an appointment or by
Telephoning the school to make an appointment.

<p>Teaching Assistants</p> <p>Higher Level Teaching Assistants</p> <p>Learning Mentor</p>	<p>Most Teaching Assistants are based in class to support groups or individual pupils as directed by the class teacher.</p> <p>Some Teaching Assistants and Higher Level Teaching Assistants support individual children and groups inside and outside of the classroom and an area of specialism which enables them to meet the specific needs of children for e.g. Outdoor Learning , Speech & Language Support</p> <p>Learning Mentor in addition to learning support inside and outside of class , her area of specialism is directed towards children with Social, Emotional and Mental Health Needs</p>
<p>Assistant Head teacher/ SENDCo</p>	<p>responsible for:</p> <ul style="list-style-type: none"> • Coordinating all support for children with Special Educational Needs and or Disabilities (SEND), developing and updating the school's SEND Policy • Making sure all children get a consistent, high quality response to meeting their needs in school. • Managing all support staff • Teaching individuals and groups e.g. Sounds Write Linguistic Phonics • Supporting children and groups in the classroom • Liaising and Managing external professionals who assess and support your child's learning e.g. Speech and Language Therapy, Educational Psychology , Art Therapist, CAMHS etc. • Updating the school's SEND Register (a system for recording the names of children who require something additional to and different from the three levels of differentiated work that is prepared for and accessed by the majority of pupils in the

	<p>classroom) this register also identifies the specific areas of need and agencies involved in meeting the need.</p> <ul style="list-style-type: none"> • Providing specialist support and training for teachers and support staff • Supporting and training class teachers to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) to specify SMART targets and strategies to help your child to make progress • Co-ordinating planning meetings. • Applying for and Preparing Education, Health and Care Plans when needed. • Meeting with parents to support your child’s learning • Informing parents about the support their children are receiving • Informing parents about their children’s progress • Contacted by: telephoning the school office to make an appointment or making an appointment at the school gate area before and after school
<p>Head teacher</p>	<p>responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, this includes the support for children with SEND. She delegates responsibility to the Assistant Head teacher and class/subject teachers but is still responsible for ensuring that your child’s needs are met and that they make the best possible progress. • She must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

	Contacted by: a personal request made before or after school in the playground or telephoning the school Office for an appointment
SEND Governors	<p>responsible for:</p> <ul style="list-style-type: none"> • Meeting each term with the Assistant Head teacher /SENDCo • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the school's SEND funding is appropriately spent. • Making sure that the necessary support is made for any child who attends the school who has SEND and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p>Contacted by: <i>writing to the SEN Governor via the school office.</i></p>

Support Provided through an Educational Health and Care Plan (EHCP)

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

Who needs an EHC plan?

EHC plans are for children and young people whose special educational needs require more help than would normally be provided in a [mainstream education setting](#) (a college, school, nursery).

Although the plan can include health or social care needs, your child will not get a plan if they *only* have health or social care needs that do not affect their education.

An EHC plan can be issued to a child or young person between the ages of 0 and 25 years.

How do I get an EHC plan?

EHC plans are drawn up by the local authority after an [EHC needs assessment](#). You, your child's education setting or your child, if over 16, can ask your local authority to carry out an assessment.

What does an EHC plan look like?

There is no national standard format for the EHC plan. However it must have certain sections that are clearly labelled.

The sections are:

A: The views, interests and aspirations of you and your child.

B: Special educational needs (SEN).

C: Health needs related to SEN.

D: Social care needs related to SEN.

E: Outcomes - how the extra help will benefit your child

F: Special educational provision (support).

G: Health provision.

H: Social care provision.

I: Placement - type and name of school or other institution (blank in the draft plan ([link to info about draft plan](#)))

J: Personal budget arrangements.

K: Advice and information - a list of the information gathered during the EHC needs assessment.

The different sections may at first seem like a confusing alphabet soup. It can help to understand that there are three sections on needs (i.e. your child's difficulties) that are matched by corresponding provision (the help your child will get) to meet those needs:

- "Section B: Special educational needs" are met by "Section F: special educational provision".
- "Section C: Health care needs" are met by "Section G: health care provision".
- "Section D: Social care needs" are met by "Section H: social care provision".

Here's a bit more information

Section A can be useful in providing a quick summary of your child. It should be based on information given by you and your child or young person. Section A is not legally binding, so the main detail of the plan should not be in here.

Section B describes your child's special educational needs i.e. what your child has difficulty with. The SEND code of practice defines four broad areas of SEN. Many local authorities structure the educational sections of the EHC plan in this way, but there is no obligation to do so. These areas are:

- Cognition and learning.
- Communication and interaction.
- Social emotional and mental health.
- Sensory and physical.

Section C contains any health care needs related to your child's condition or SEN. This can be physical or mental health difficulties, for example difficulties with eating, severe anxiety, or a medical condition such as epilepsy.

Section D contains any social care needs related to your child's special educational needs or disability. For example support to join in with activities outside home and school.

Section E contains the outcomes anticipated for your child. The outcomes describe what your child will be able to do as a result of getting the extra help in the EHC plan. Outcomes can be about reaching a particular educational level, or they can be things that are important to your child, such as being able to take part in an out of school activity.

Section F contains details of the help your child will get in school. This section must be specific and quantified. It should be very clear how much help, how often and who will give it. Therapies such as speech and language therapy must normally be in section F.

Section G is the healthcare provision required, for example medication, equipment such as a wheelchair, nursing support, monitoring seizures.

Section H is social care provision. This might be short breaks, out of school activities or support for the family at home.

Section I names the school or other institution your child attends. In [a draft EHC plan](#) this must always be left blank, because this is when you can tell your local authority what school you want your child to go to.

If you have requested a personal budget, Section J will contain information about this. A personal budget is not extra money but a more flexible way of using the funding allocated to your child. See our separate information on [personal budgets](#).

Section K contains all the reports gathered as part of the assessment process.

Annual review of the plan

The plan must be reviewed at least once a year. At the end of the review the local authority may make changes to the plan, end it or leave it unchanged. Read [more about annual reviews](#).

How long does the plan last?

The plan will remain in place until your child leaves education or the local authority decides that your child no longer needs the plan to help them in their education. If you move to another local authority the plan will be transferred. See more about [a change in circumstances](#).

Related information

[See the SEND Code of Practice: 0 to 25 years in England. \[PDF\]](#).