



# Supporting Children with Special Educational Needs

Monday 9<sup>th</sup> October 2017

Special Educational Needs & Disabilities Co-ordinator:  
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# What does Special Educational Needs and Disabilities (SEND) mean?



Special Educational Needs (SEN) describes the **needs** of a child who has a difficulty or disability which makes **learning harder** for them than for other **children their age**.

Around **one in five** children has SEN at some point during their school years. Some children have SEN right through their time in school.

SEN covers a **broad spectrum** of difficulty or disability. Children may have **wide-ranging or specific** problems. Eg, a child might have difficulty with one area of learning, such as letters or numbers. Or they might have problems relating to other children, or to adults.

Having **English as an additional language** is not considered by law to be a SEN.

# IMPORTANT SEND DOCUMENTS & WHERE TO FIND THEM:



SEND Code of Practice 2014: [www.gov.uk](http://www.gov.uk)

Leagrave SEND Policy: [www.leagraveprimary.co.uk](http://www.leagraveprimary.co.uk)

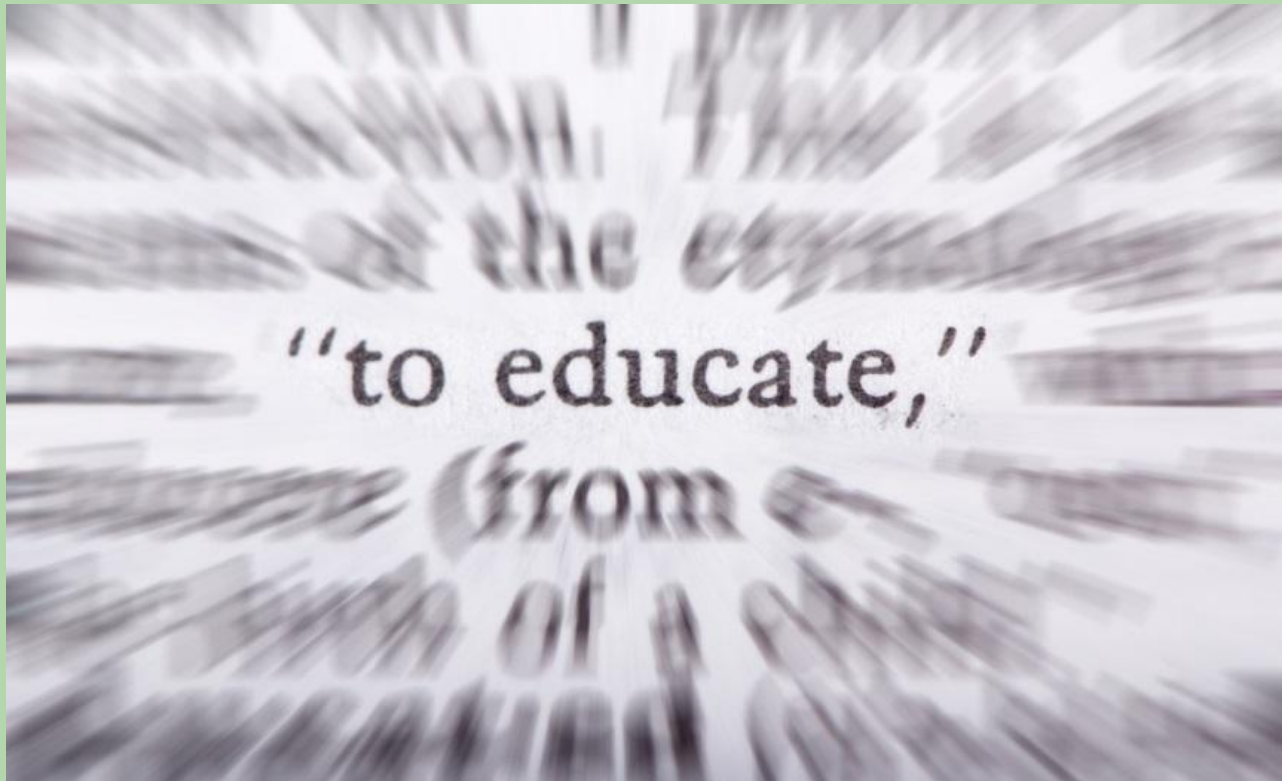
SEND Information Report: [www.leagraveprimary.co.uk](http://www.leagraveprimary.co.uk)

Luton's Local Offer: [www.luton.gov.uk](http://www.luton.gov.uk)

# What does it feel like to be a child with a Special Educational Need?



Can you read this text?



# What does it feel like to be a child with a Special Educational Need?



## How would you feel if I asked you to copy this text?

*Τηισ ις περψ διφφιχυλτ το χοψψ ασ Ι δο νοτ υνδερστανδ ωηατ ιτ σαψσ. Ι  
αμ νοτ φαμιλιαρ ωιτη τηε σηαπε οφ τηε λεττερσ ορ ηοω το σπελλ εαχη οφ  
τηε ωορδσ. Ι ηαπε το λοοκ υπ φορ εαχη λεττερ, μακινγ χοψψινγ φρομ τηε  
βοαρδ ορ τηε ωαλλ εξτρεμελψ διφφιχυλτ. Ιφ τηισ χαν βε αποιδεδ, ιτ  
σηουλδ. Ιτ μακεσ με φεελ ανξιουσ ανδ υσελεσσ. Πλεασε στοπ δοινγ τηισ  
το με. Ιτ ις νοτ ηελπφυλ το με το ηαπε το χομπλετε τηισ τασκ ανδ Ι  
σηουλδ νοτ βε ασκεδ το δο ιτ. Ι δο νοτ ωαντ το. Ελεπηαντ, υνιχορνσ,  
ζεβρα, δονκεψ ανδ σνακε. Κεεπ ιτ το ψουρσελφ ιφ ψου χαν ρεαδ τηισ. Ιτ  
ωιλλ μακε νο σενσε το μοστ πεοπλε ανδ ιν φαχτ μακεσ περψ λιττλε σενσε  
το με. Ηοω δο ψου τηινκ τψου ηαπε γοτ ον. Χαν ψου εξπλαιν το α  
παρτνερ ηοω ιτ μαδε ψου φεελ, ηαψινγ το χομπλετε τηισ τασκ υνσδερ τιμε  
χονστραιαντσ*

# What does it feel like to be a child with a Special Educational Need?



## Left Brain versus Right Brain



# What if I think my child has SEN?



You know your child better than anyone. If you are worried, talk to your child's teacher, the school SENDCo or your GP.

## Think about the following:

1. **Why** you think your child has SEN?
2. Whether your child learns at the same rate as other **children their age?**
3. What the **school** can do to help?
4. What **you** can do to help?
5. Your child's teacher and the SENCO will use the **SEN Code of Practice** to work out whether your child has SEN.

# What will the school do?



Schools are required **by law** to provide an education for **all pupils**, regardless of their ability or special needs. Every child's education is equally important.

If the SENCO and your child's teacher agree that your child has SEN, the school will probably take a 'graduated approach' - this means '**step-by-step**'.

They will offer your child **extra support**, with the possibility of more support if needed.

Whatever the school decides to do, you have the right to be **informed** and for you and your child's views to be **taken into account**.



# SEND provision at Legrave

## EARLY IDENTIFICATION



- Conversations between school, home and child
- Observations by class teacher & SENDCo
- Referral to SENDCo - next steps agreed – parents informed
- Further diagnostic assessments may be used: screening tools, standardised tests, checklists
- External Referrals may be made – Educational Psychologist, SaLT, Edwin Lobo
- Parents and children are kept informed of outcomes
- Strategies are agreed to support progress and learning

# SEND Provision at Leagrave

## Some support strategies might include:



- Your child may be added to the SEN Register: SEN Support, EHCP
- An individual learning plan may be used to set out small achievable targets to address key areas and track progress.
- Classroom support may include adult support, learning prompts or aids, differentiated learning, environmental adjustments
- Teacher or TA led interventions to address targets from assessments or advice from professionals
- Purchased resource programmes to support SEND
- Interventions led by external specialists
- Signposting websites, resources & strategies to teachers & parents

# HIGH ASPRATIONS FOR ALL



# Change our mindset and vocabulary

DIFFICULTY or DIFFERENCE

DIAGNOSE or IDENTIFY

LABEL or NEEDS

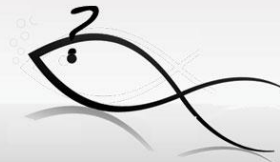
ACCEPT or OVERCOME



Everyone is a genius.

But if you judge a fish  
on its ability to climb a tree,  
it will live its whole life believing it is stupid.

~ Albert Einstein



# How can you support your child?

## Top Tips, Resources & Information



[www.parentchampions.org.uk](http://www.parentchampions.org.uk)

# Lifelong learning.....



“If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don’t have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.”

— Carol S. Dweck



If you are worried about your child's development, progress or well being, please speak to your child's teacher, Phase Leader or the SENDCo in the first instance.

## SEND PARENT SURGERIES 2017-18

Autumn Term - Monday 6<sup>th</sup> November 2.15-3.15pm

Spring Term – Monday 26<sup>th</sup> February 2.15-3.15pm

Summer term – Monday 4<sup>th</sup> June 2.15-3.15pm





If you are still worried and would like to speak to an independent advisor, the following agency is available to support:

**Parent Partnership Office: SENDIAS (Information, Advice & Support)**

Futures House, The Moakes, Marsh Farm, Luton, Bedfordshire, LU3 3QB.

Parent Partnership Admin Tel: 01582 548094

**Parent Partnership Officers:**

Alwen Davies: 01582 548156 & Vicki Lloyd: 01525 719754



# QUESTIONS