

Special Educational Needs and Disabilities (SEND)

Parent Information Leaflet



'Determined, Positive and Supportive'

Jargon Busting!

Barriers to Learning -	Difficulties or needs that are preventing or making it more difficult for a child to access learning or make progress.
EHCNA -	Education, Health & Care Needs Assessment. The process of applying for an EHCP.
EHCP -	Education, Health & Care Plan. For children receiving a very high level of support or who have complex needs.
ELSA -	Emotional Literacy Support Assistant.
Differentiation -	The way a teacher adjusts a lesson to enable every child in the class to access the learning.
IEP or Support Plan -	Individual Education Plan. A plan of how a child with SEND will be supported in school, what targets they are working on and what interventions they are part of.
Interventions -	An additional small group or 1:1 teaching session/activity to support a specific need e.g. spelling.
Ordinarily Available -	Something that is available to every child in school.
OT -	Occupational Therapy. Support for children with fine motor, gross motor, sensory or physical difficulties.
Provisions -	The interventions and other support in place for children to support them.

SALT -	Speech and Language Therapy. Support for children with difficulties in speaking, listening, understanding or social communication.
SEN / SEND -	Special Education Needs & Disabilities
SENDCo -	The special educational needs co-ordinator.
SEND Register -	A list of children in school who have a special educational need or disability and need SEN support.

Devonshire's SEND Team

Mrs Mel Elsey:	Assistant Headteacher - Inclusion
Miss Lauren Martin:	SENDCo
Miss Natalie Walton:	SENDCo
Mrs Michaela Carter-Hodge:	Family Support Worker

Specialist Teaching Assistants

Mrs Jackie Bassett:	ELSA
Mrs Kelly Wheeler:	ELSA
Mrs Alison Seymour:	ELSA
Miss Natalia Philips	Nurture
Mrs Emily Rose:	OT

What is SEND?

All children at Devonshire have individual needs. They all learn at a different speed and in different ways. Teachers use their knowledge of the children in their class to provide lessons that suit the range of needs and abilities in their class. This is **differentiation** and is available to all children.

Sometimes children may need extra support in a particular area for a short period of time. We have a range of ways to support children who need it, such as booster groups, interventions and physical resources e.g. pencil grips, spelling mats and line guides.

This level of support is **ordinarily available**. Children who receive this level of support and are making good progress are not identified as having SEN.

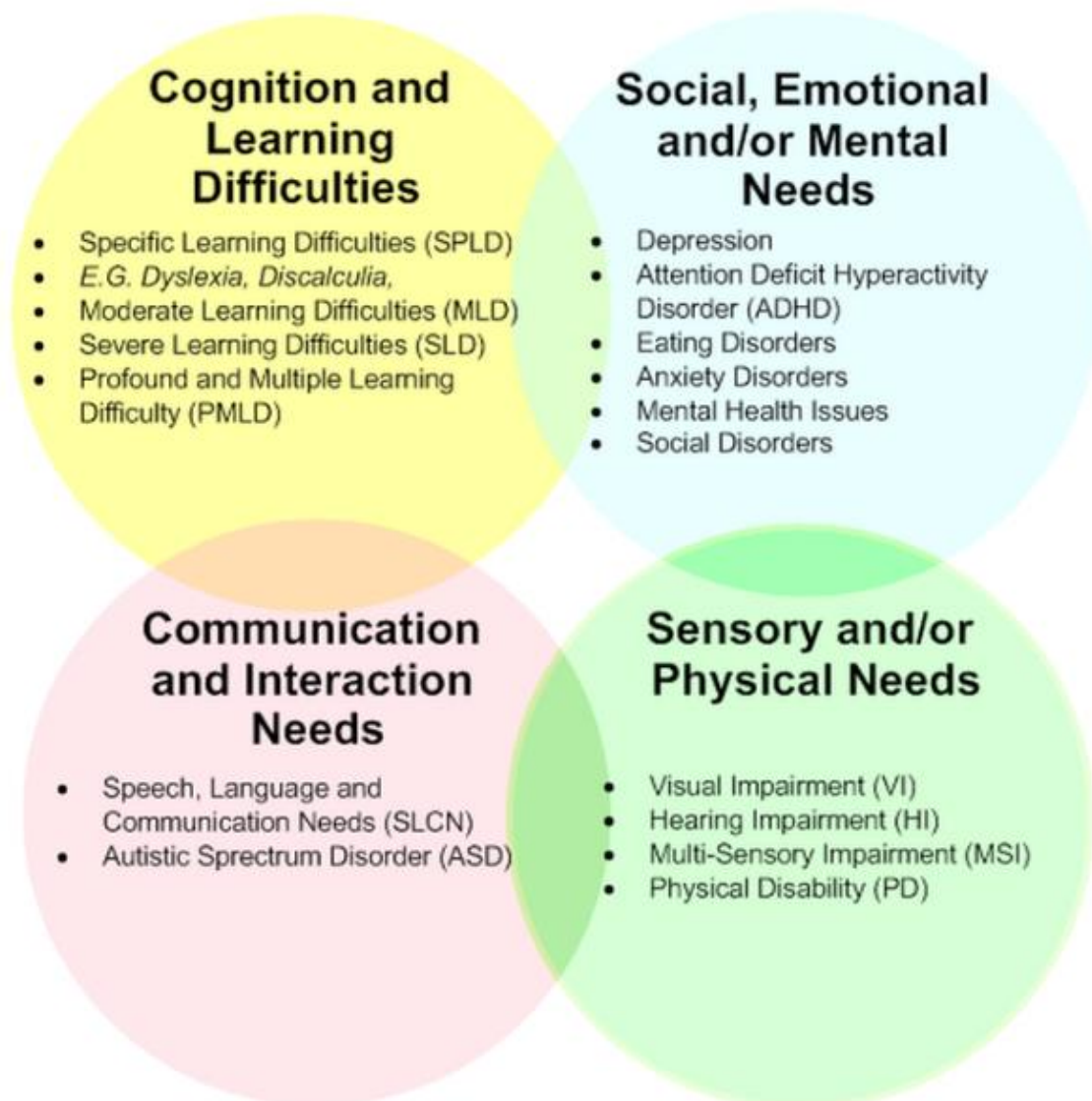
"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

SEND Code of Practice Jan 2015 p94

This may include children who:

- Need intervention support in all or a high number of subjects.
- Need a high level of support in a particular subject.
- Have a hearing or visual impairment.
- Have sensory difficulties.
- Need support with their speech.
- Need support with physical skills e.g. cutting, holding a pencil, dressing.
- Need support with expressing their emotions.
- Need support to make friends or socialise with others.

Special Educational Needs and Disabilities are separated into four broad areas:



If your child has SEND it does not mean that your child will be unsuccessful at school, it means that they need extra support to help them access the curriculum and make progress and we are dedicated to providing that support.

More information on our SEND provision can be found on our website:

<https://www.devonshireprimary.org/send/>

What happens next?

"Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach."

SEND Code of Practice Jan 2015 p100



The graduated approach is based on a cycle of four steps - **assess, plan, do, review**.

At Devonshire we complete a cycle once a term alongside our regular assessment of all children's progress.

Assess - Teaching staff will work with the SENDCo, you as parents and other professionals where appropriate, such as a speech therapist, to identify your child's specific needs and where your child currently is in their learning.

Plan - Targets and outcomes are set, as well as the interventions and support that will be given to your child to help them achieve these. This will be written up into an IEP (Individual Education Plan).

Support may include:

- Help from an external service e.g. Speech and Language Therapy or Occupational Therapy.
- Differentiation of resources.
- Extra adult support in the classroom.
- Small group interventions to develop skills and reinforce learning.
- Equipment e.g. a wobble cushion, pencil grip or fiddle toy.

We will work with you to decide what additional support your child would benefit from.

Do - The teaching staff will provide the support agreed.

Review - Your child's progress towards their targets and the effectiveness of the support provided are reviewed. The next steps will then be planned and the cycle begins again.

Parents as Partners

At Devonshire we value the highly insightful and unique input that you have as parents. We welcome your contributions in creating your child's targets and planning their support. You will receive a copy of your child's IEPs and reviews, so you can stay informed of how your child is being supported.

If you have any concerns about the support your child is receiving or wish to make comments please speak to your child's class teacher initially. Meetings or phone calls with the SENDCo/Inclusion Lead can be arranged as needed.

sendco@devonshire.sutton.sch.uk

020 8643 1174

External Agencies

Sometimes as a school we may require specialist advice from external agencies or professionals to help us support your child effectively.

These may include:

- Occupational Therapy
- Speech & Language Therapy
- CAMHS (Child and Adolescent Mental Health Services)
- The Autism Service
- Education Psychologist
- Early Years Area SENDCo
- Paving the Way

You will always be informed and asked for your permission before support from other agencies and professionals is requested and you will be given an opportunity to add your thoughts and opinions to any referral forms.

Once referred, children may be seen in school, in clinic or assessed over the phone. You will always receive copies of any reports that are written and be invited to be part of any meetings that take place. The suggestions and recommendations from external agencies and professionals will form part of the **assess, plan, do, review** process.

EHCP

If your child requires a very high level of support or has needs that are severe and complex it may be decided that your child would benefit from an **EHCP (Education, Health & Care Plan)**. This decision will be made jointly between you as parents, the SENDCo and any external agencies involved. Most children with SEND will not need an EHCP.

An EHCP is a legally-binding document outlining a child's special educational, health, and social care needs and the provision to meet each of the needs. The plan names the school/setting which is to provide the provision and the plan is legally enforceable.

A Local Authority will issue an EHCP if it considers that the special educational provision required to meet the needs of a child or young person (aged up to 25) with special educational needs and/or disabilities cannot be reasonably provided from within the resources normally available to mainstream early years providers, schools and post-16 institutions.

For your child to be given an EHCP, they must go through the **EHCNA (Education, Health & Care Needs Assessment)**. More information about this process can be found here:

<https://suttoninformationhub.org.uk/pages/the-education-health-and-care-plan>

FAQs

Will my child be separated from the friends if they have SEND?

No. If they have a need for social support this will be put in place to enable them to interact with their peers.

Will my child be in a separate class or moved from their current class?

No. Your child will remain in their current class and will not be separated from their class apart from if they are attending interventions outside of the classroom. They will still spend the majority of their day in their classroom.

Who will know my child is on the SEND register?

All personal information about the children is confidential and is only shared on a need-to-know basis. The adults working with your child will be informed that they are on the SEND register so they can support your child. It may sometimes be necessary to inform other adults, such as lunchtime supervisors, if it will help your child. Information about who is on the SEND register is not shared with any other parents or children and will not be published anywhere.

Who can I talk to if I have questions or worries?

The first person to speak to is your child's class teacher. You can also speak to our school SENDCo.

My child has a diagnosis. Will they automatically be entitled to an EHCP?

No. Some children with a diagnosis, such as ADHD or ASD, will need an EHCP to give them the support they need, However, the vast majority of children will only require the type of SEN support that schools are readily able to provide.

Does my child need a diagnosis in order to access SEN support?

No. At school our job is to meet the children's needs, regardless of whether they have been diagnosed with a specific condition. Your child will be given support with or without a diagnosis if they are showing that they need it.

Useful Contacts

Adapt to Learn <https://adapttolearn.com/>

The Autism Service theautismservice@cognus.org.uk

<https://www.cognus.org.uk/services/autism-and-social-communication/welcome-information-autism-service/>

Cognus Family Services <https://www.cognus.org.uk/audience/families/>

Sutton Dyslexia Association <https://www.suttondyslexia.org.uk/>

Sutton Information, sutton@siass.co.uk

Advice & Support Service 0208 323 0462

Sutton's Local Offer <https://suttoninformationhub.org.uk/pages/send-local-offer>

**Sutton NAS
(National Autistic Society)** <https://www.nassutton.org.uk/>

Sutton NHS OT esth.sutton-childrenOT@nhs.net

Sutton NHS SALT esth.sutton-childrensalt@nhs.net