

Graduated Response:

When a child is thought to have a Special Educational Need teachers will first undertake additional assessments. Actions taken as a result of these initial assessments will be carefully planned and reviewed. In addition, the teacher, in consultation with the school's SENCo (Special Educational Needs Coordinator) and the child's parents or carers, will draw up an IEP (see below for an explanation) tailored to the child's specific area of need.

Most children at Beaver Road will have their additional need met through School Action or School Action Plus interventions. These take the same form as at secondary school. Teachers will plan IEP's (Individual Education Plans) which will set targets at the child's specific level of need.

School Action:

Teachers identify children who are not making expected progress. They plan interventions that are additional to or different from those provided as part of the school's usual curriculum. A child on School Action will have an IEP. At Beaver Road the class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme of learning.

School Action Plus

If a child continues to still make less than expected progress over a period of time they will be moved to the School Action Plus stage. At this point the school's SENCo may ask for help for outside agencies such as;

- ⇒ Speech and Language therapist
- ⇒ Outreach support from specialist school such as; Ashgates and Lancasterian.
- ⇒ The School Nurse.

This will help to provide the school with additional support and guidance for the child which are put into place on an IEP

At both stages the class teachers will:

- ⇒ Regularly review the targets and the progress being made
- ⇒ Change teaching strategies so that they are responsive to the child's needs
- ⇒ Use additional support in the form of a teaching assistant or specialist help.

The IEP (Individual Education Plan)

The aim of an IEP is to promote effective learning. It is a teaching and learning plan. It sets out:

- ⇒ What should be taught
- ⇒ How it should be taught
- ⇒ How often

They show:

- ⇒ Targets—What the child is aiming for
- ⇒ Provision— The help the child will get
- ⇒ Outcomes—How well your child has done.

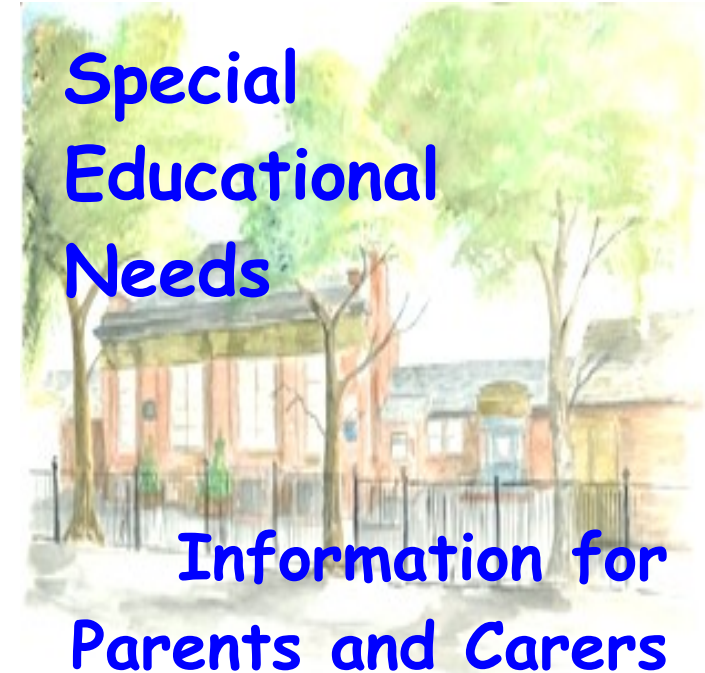
An IEP can not be put into place without your consent.

How you can help.

You have a vital role to play in your child's education. It is therefore important to communicate with the class teacher about any concerns you may have. If you are worried and need extra help and support contact the school's SENCo. I am here to also listen to your needs and provide you with support.

Jaina Mistry

Beaver Road Primary School



**My School
Your School
Our School**

Written by Jaina Mistry SENCO

Introduction: The aim of this leaflet is to help to provide you with a little bit more understand and information about Special Educational Needs at Beaver Road and what it means for you and your child.

Key Principles behind SEN

- ⇒ All children with Special Educational Needs should have their needs met
- ⇒ The special needs of children are normally met in mainstream early education setting or schools
- ⇒ Your views should be taken into account and your child should be listened to
- ⇒ You have a vital role in supporting your child's education
- ⇒ Children with Special Educational Needs should get a broad, well balanced and relevant education.

Extract from Special Educational Needs (SEN) a guide for parents and carers published by DFES

Many children have Special Educational Needs at some time during their school life. For some, these may be short term whilst, for others, their needs may be long term.

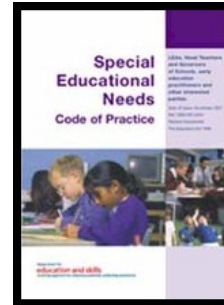
What does SEN mean?

SEN stands for Special Educational Needs. It means that your child has a difficulty learning. Your child may have difficulties in one or more of these areas:

- ⇒ Learning (literacy or numeracy)
- ⇒ Communication
- ⇒ Behaviour
- ⇒ Sensory or physical impairment

Local and National Issue

The Code of Practice has been set out for all Local Authorities and Schools to set out guidance on how Special Educational Needs should be identified and met within Early Years and School settings. The Code was amended in 2001 and now includes new rights and duties which were introduced by the SEN and Disability Act 2001.



The Code of Practice uses a graduated response to addressing Special Educational Needs. This is a continuum of intervention which involves action at different levels. Manchester Local Education Authority have introduced a forth step in this response

These levels are known as:

- ◆ School Action
- ◆ School Action Plus
- ◆ Intensive School Action Plus
- ◆ Statementing

All these stages are mapped by the teacher on the Manchester matching provision to need tool.

Special Educational Needs can be described as 'high incidence' or 'low incidence'

High Incidence needs include:

- ◆ General learning difficulties
- ◆ Specific learning difficulties such as; dyslexia (difficulties learning to read and write) dyscalculia (difficulties with numbers) or dyspraxia (difficulties with co-ordination)
- ◆ Behavioural, emotional and social difficulties

Low Incidence needs include:

- ◆ Severe learning difficulties
- ◆ Sensory impairment
- ◆ Physical impairment
- ◆ Complex learning needs such as Autistic Spectrum Conditions.

So what are Special Educational Needs?

Children have Special Educational Needs if they have a learning difficulty. A learning difficulty means that the child finds it harder to learn than most children of the same age or a child has a disability that makes it harder to use the normal educational facilities in local schools.

Some children may need extra help because of a range of needs, such as in thinking and understanding, physical and sensory difficulties, emotional and behavioural difficulties, difficulties with speech and language or even how they relate and behave with others.

Children with learning difficulties will need some additional help if they are not making enough progress. If this is the case then School will take some additional or different action to enable the child to learn more effectively.