

Jargon busting!

SENCO Special Needs Coordinator—the person in a school responsible for the provision for children on the SEN register.

O.T.—Occupational Therapist—Specialists in coordination, movement and spatial awareness related to both physical disability and barriers to learning.

S.A.L.T.—Speech and Language Teacher—Specialists in verbal and non-verbal forms of communication and in developing the use of language in interaction and socialisation.

L.S.A.T.—Learning Support Advisory Teacher—A specialist assigned to a group of schools who can be requested to assess a child with a view to identifying specific difficulties in learning.

E.P.—Educational Psychologist—A specialist assigned to a group of schools who works with school each year to support the pupils and any aims related to emotional well-being. Can also be requested to make assessments of children to identify specific needs and barriers to progress.

B.S.S.—Behaviour Support Service—Accessed through a CAF, this service provides support within both the home and school setting. By working with all of the adults involved with a child, it aims to address aspects of behaviour that are presenting barriers to learning and preventing access to the curriculum.

CAF—Common Assessment Framework (required to access BSS) - This is a document drawn up by all adults who are involved with a child, identifying key issues, concerns and strengths. It aims to provide a holistic view of the child that will inform the package of support for the child. As part of the CAF there is a commitment to meet every 6 weeks for a TAC meeting to monitor progress and set targets.

TAC—Team Around the Child—A meeting deriving from the CAF that invites all parties involved with the child to discuss progress against the targets set and monitor concerns.

F.A.P.—Fair Access Panel—Accessed through BSS. A support assistant from this team may be offered for a given number of hours per week to support a child in accessing the curriculum or removing barriers to learning related to behaviour.

Why do we have a Special Educational Needs (SEN) Register?

We believe that every child at our school is special and we work very hard to provide a differentiated curriculum that meets the needs of each and every one of the children at our school. Sometimes, despite our differentiated curriculum, a child may not make the progress in their learning that we would like and when this happens we have a rigorous procedure that helps us to analyse possible reasons for the difficulties and look for additional ways to support them. We call this the Special Educational Needs Register. (SEN Register).

How should parents feel?

Being told that the school wants to put your child on the SEN register can evoke mixed feelings: you may feel relief that school has recognised that there may be a barrier to their learning or you may feel anxious about what assessments may discover about specific difficulties that your child may have. It is important to remember that parents have the final say as to whether their child should be added to the register and are required to give further permission at every step of the assessment process.

Parent Partnership

We are very proud of the partnership that we have with parents and we value it greatly.

As part of this commitment we involve parents at every step of the SEN process.

We invite parents to meet the professionals who are working with their child at key times.

We are holding drop-in sessions for parents to address issues or simply catch up with the SENCO (Special Educational Needs Co-ordinator).

The Terminology Explained

The SEN Register has three levels, School Action, School Action Plus and Statement. At each level the school has acknowledged that a child requires additional support, personalised targets and interventions in order for them to be happy and make good progress at our school.

What do each of the stages mean for my child?

School Action (SA)

At this level the school have identified that a child is not making sufficient progress in their learning or their behaviour. We place them on school action to assist us in monitoring their progress more closely so that we can begin to identify where they may need extra help. We have a number of intervention groups for different areas of learning and behaviour and your child may access one or more of these in order to give them the targeted support they need.

School Action Plus (SAP)

Our targeting and monitoring at School Action sometimes reveals that the nature of a child's needs requires the input of a specialist service. At this stage we re-engage with parents and discuss the best way forward. We may sometimes have to complete further forms and assessments in order to access certain services. This is to ensure that there is parity in the way that the services offer their support and is often part of the commitment required in following through the targets and actions set. Within school we use the targets and advice of the services that we have engaged with to provide a package of support for that child. This will usually involve access to relevant intervention groups where there is a small group focus on very specific learning and will dedicate a certain amount of weekly time to small group work with a teacher or TA (Teaching Assistant) in small groups.

Statement

In a small number of cases School Action Plus support does not enable a child to make progress. In this case a bank of specific evidence is collected through school, following a rigorous criteria. Additionally, specialists may be called in to endorse this evidence and make further assessments.

A request for Statutory Assessment may then be submitted to the Authority and if this is successful a child will be given a statement of educational need. This is a set of objectives and a financial commitment by the authority that is banded according to the level of need that they feel is necessary.

Once given it is the duty of the school to use the funding in the way that best addresses the child's needs. This will usually include some 1:1 time and some time in small targeted groups and often includes access to intervention groups or the purchase of specialist equipment and resources.

Statements are reviewed annually with parents and all of the professionals involved with a child. At this meeting the child's progress is reviewed and targets set in line with the statement objectives for the following academic year. Appeals for changes to a statement can also be submitted as part of this process.

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Finally, please remember that all of the above is part of our

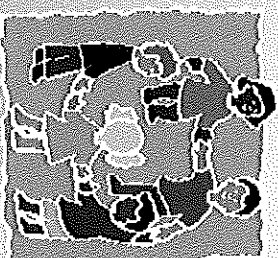
commitment to provide an exciting, inclusive environment where

every child can participate fully in school life, be happy and

Newport

Infant School

Guidance for Parents of Children on the SEN Register.



What does it mean to my child?

What can I do?

Should I be worried or pleased?

What does it mean for me?