



St Paul's Primary School, Newcastle. Glorifying Almighty God, and serving our community.



Parents' and Carers' Guide to SEND



St Paul's Primary School, Newcastle. Glorifying Almighty God, and serving our community.

This handout is designed to inform and support parents and carers about SEND.

What is SEND?

SEND stands for Special Educational Needs and Disabilities. The SEND now includes an age range to cover children and young people from 0-25.

Views from children and their parents/carers are very important.

If your child has a special educational need they may be placed on the school's register as SEND support.

How are my child's needs identified?

Every teacher is responsible for every pupil, for their progress and development. The first step is to provide all learners, including learners with SEND, with high quality teaching and differentiation for individual needs. Some learners may need additional support to access the curriculum or to make expected progress.

SEND Support: this will provide additional long-term individualised support.

If learners have more complex needs then additional funding (Individual Pupil Funding, IPS) or an Educational Health Care Plan may be requested. Occasionally, your child may present with complex needs which could lead to requesting a placement in a specialist setting.

If your child has SEND, they will receive SEN support for one of the following categories:

<p>Communication & Interaction</p> <p>Some learners may present with speech, language and communication needs (SLCN). They may find it difficult to communicate with others or have difficulty understanding what is being said to them.</p> <p>Learners with autism are likely to find it difficult to interact with others; expressive language; communication and imagination.</p>	<p>Cognition & Learning</p> <p>Learning difficulties can be a barrier to learning as learners may progress at a slower pace and need differentiated learning tasks and additional support/interventions.</p> <p>These difficulties cover a range of needs including: moderate learning difficulties (MLD); severe learning difficulties (SLD) or specific learning difficulties (SpLD) which covers a range of difficulties including dyslexia, dyspraxia and dyscalculia.</p>
<p>Social, Emotional & Mental Health</p> <p>Learners can experience a range of difficulties which may be presented in a variety of ways including – isolated, withdrawn, disruptive or disturbing behaviours.</p> <p>These behaviours may reflect underlying mental health issues such as anxiety, depression, self-harm, eating or physical disorders.</p> <p>Other learners may have attention deficit disorder (ADD); attention deficit hyperactive disorder (ADHD); or attachment or trauma.</p>	<p>Sensory & physical</p> <p>Some learners may have a vision impairment (VI), hearing impairment (HI), a multi-sensory impairment (MSI) or physical difficulties (PD). These disabilities may require a specialist provision/equipment or specialist support.</p>



St Paul's Primary School, Newcastle. Glorifying Almighty God, and serving our community.

If your child is identified to have one of these areas of need, they will receive extra support within school to enable progress. Your child will have an Individual Education Plan (IEP) put in place with 2 or 3 specific targets and detailing the support.

What should I expect when my child is placed on SEN support?

You will be involved at every stage of the process:

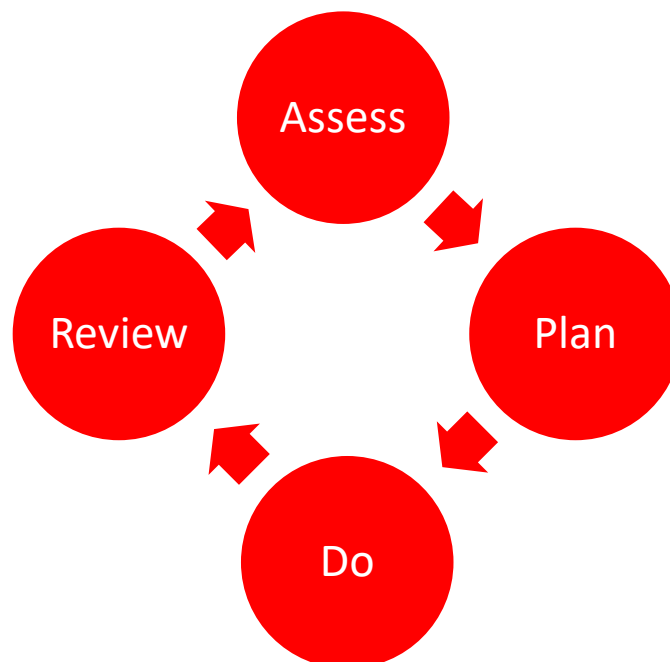
- 1. Assess:** Your child's needs will be discussed with you in a meeting with the class teacher and SENDCo, you will be asked to sign a SEND support form. To place them on the SEND register.
- 2. Plan:** The class teacher and SENDCo will discuss what support needs to be put in place; a Support Plan will be created this will include pupils and parent/carers views.
- 3. Do:** The class teacher will ensure your child has the appropriate high-quality teaching, interventions, resources or support.
- 4. Review:** The class teacher /SENDCo will review the effectiveness of the support and regularly review any necessary changes.

All learners on the register will have three reviews a year. Support plans will be the main focus and a discussion around progress and concerns will also take place.

Year 6 learners on the SEND register will have a transition review in the Spring or Summer Term once their secondary provision is agreed.

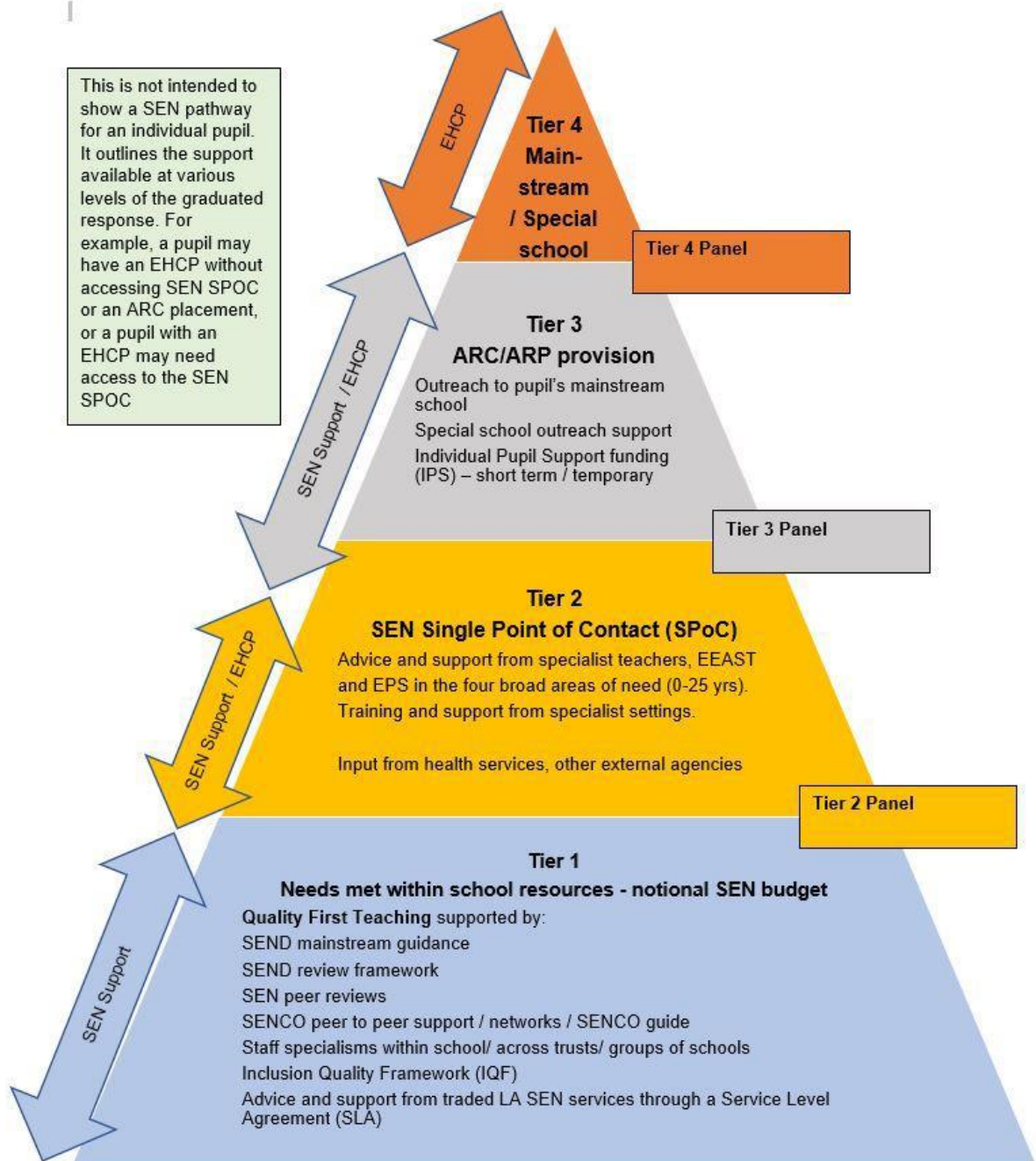
If your child has an EHCP, you will be invited to an annual review along with other professionals to discuss your child's progress and set new targets.

Year 5 annual reviews will take place in the Summer Term to discuss the Year 7 placements. Parents are advised to look at suitable schools and provisions throughout Year 5.





Graduated response to meeting special educational needs in Newcastle for children and young people age 0-16 in schools and early years settings



For further information please look on our school website under the SEND Information tab.

<https://www.stpauls.newcastle.sch.uk/website>

There are useful links to websites; strategies to support your child at home; advice for parents/carers and other useful information.

Or if you have any concerns over your child's needs please speak to the class teacher or SENDCo (Mrs. R Taylor).