

What are Special Educational Need and Disabilities needs?

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

What does it mean if my child is on the SEND Register?

Placing a child on the SEND register is simply a way of monitoring and tracking the progress they make socially, emotionally, academically or physically, with closer scrutiny. Teachers and staff involved in teaching your child can then ensure the provision in place is enabling your child to progress and is relevant to their needs.

Who do I contact if I'm concerned about my child's learning?

Please contact your child's class teacher if you have a concern with regard to your child's learning.

The SEND team at Echelford Primary School

- The person responsible for co-ordinating the day-to-day provision of education for pupils with SEND at the school is Mrs. Willis.
- The people with overall responsibility for the provision of education of children with SEND at the school are Mrs. Bugembe & Miss Oakley (co-Head Teachers) and Mary Ellen McCarthy (Executive Head Teacher).



Learning together for a brighter future



SEND Support



Working together to support children with SEND at Echelford

Information for parents and carers



How does support for SEND children at Echelford work?

Ordinarily Available Provision

OAP is part of our school's approach to inclusive education based on individual needs. It removes barriers to progress and supports the development of every child. It is available to all children as part of our high-quality teaching and learning practice.

What does it look like?

- OAP will include reasonable adjustments, minor adaptations, and supportive strategies that can be scaffolded around the child to help them continue to make the progress we know they are capable of.
- Progress and attainment is monitored termly, through a 'graduated response'. This is a cycle of assess, plan, do, review, allowing for increased focus and informed provision to be put in place.

Examples of OAP might be:

- Movement breaks
- Use of assistive technology
- Task board

What if the desired progress is not made?

If a child is not making progress, despite the above, targeted provision would be planned for your child, in the form of appropriate interventions.

Targeted Provision

What does it look like?

Short term, targeted interventions and support which are additional to or different from the classroom provision are implemented.

Examples include:

- Handwriting intervention
- Number bond knowledge
- High frequency word reading or spelling
- Social skills group
- Speech or language intervention

Progress and attainment is monitored termly, through a 'graduated response'.

Communication:

Class teachers share the interventions and support provided with parents/carers at parent-teacher consultations, either verbally or through a child's provision map.

What if the desired progress is not made?

If this support does not have the desired progress after one or two terms, the child will be added to the SEND register and parents/carers will be informed.

The class teacher will discuss adapting targeted support over time to support the child to make progress. If additional support is required, the Inclusion Lead will engage the support of Surrey external services.

Specialist Provision

What does it look like?

Specialist support is engaged through a range of external professionals, including STIPs (Specialist Teachers in Inclusive Practice), Speech and Language Therapists, Educational Psychologists, Occupational Therapists and outreach workers from specialist settings.

External professionals will advise the school on interventions and support strategies which are additional to or different from the classroom provision and these will be implemented.

The professionals may work directly with your child, in which case parents/carers will be asked to consent, or through advising the class teacher.

Progress and attainment is monitored termly, through a 'graduated response'.

Communication:

Class teachers share the interventions and support provided with parents/carers at parent-teacher consultations and termly through the child's Individual Provision Map.

What if the desired progress is not made?

Where enhanced provision and external support demonstrate continued lack of progress, a request can be made for an assessment for an Education Health Care Plan (EHCP). This is called an Education Health Care Needs Assessment (EHCNA). The Inclusion Lead will discuss this process with the parents/carers.