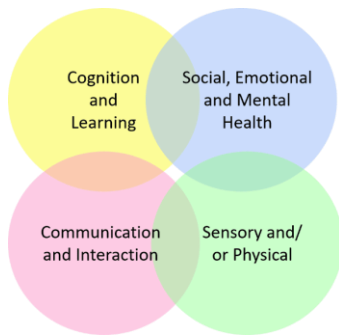


Spotlight on Special Educational Needs and Disabilities

We have had a busy term building on and improving existing SEND provision in school. These developments have been externally validated and reviewed by our governing body.



I wanted to take this opportunity to share with you the process we follow as a school in identifying children with potential special education needs (SEN).

SEND is split into 4 areas of need; **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory needs.** This issue of 'Spotlight on SEND' will focus on identifying learning needs.

The Process of Identifying a Cognition and Learning Need

- 1) **Teachers** carefully design and plan their lessons using scaffolds and adaptations; these might include additional resources to support learners who find it difficult to access the learning.
- 2) If after these additional strategies have been implemented, a child still cannot access their year group curriculum, **the class teacher will discuss the child with their Year Group Leader (YGL).** This discussion is recorded on form which is shared with the SENDCo.
If the YGL feels the class teacher has already exhausted available strategies, or that the needs are significant, the **SENDCo would meet with the class teacher and parents.**
- 3) As part of the initial discussion between YGL and class teacher, the YGL will suggest **additional strategies**, interventions and scaffolds for the child, which will be trialled for 4-6 weeks.
- 4) After the 4-6 week period, progress of the pupil is reviewed by the YGL and class teacher. If the child is still not making progress, despite additional support, **the SENDCo and class teacher will then meet with parents** to discuss putting the child on the SEN Register.
- 5) **Children on the SEND register** receive a termly SEN Support Plan, co-written by the class teacher and parents (overseen by the SENDCo). These plans outline targets for the child, and the provision planned to support the child in meeting the targets. The plans are reviewed by the class teacher and updated termly, overseen by the SENDCo.
- 6) If the child makes progress on their targets, the next term's targets will have additional challenge.
- 7) If the child does not make progress, or makes less than expected progress, then the **SENDCo will have a second meeting with the class teacher and parents to discuss specialist support.** We work collaboratively with many external professionals including the Speech and Language Therapy service, Occupational Therapy, Specialist Teachers of Inclusive Practice (STIPS) and Educational Psychology.
- 8) Following the input of external professionals, **the class teacher will add their recommendations and advice to the child's SEN Support Plan.**
- 9) If the child's progress is still less than expected, the **SENDCo would have a third meeting with the class teacher and parents**, where they may consider further external professional advice, or to **apply for an Education and Health Care Plan (EHCP).** AN EHCP should not be applied for before going through this rigorous approach. (Known as the graduated response)



Example of a scaffolded writing task

Further information on EHCPs can be found here: [Education, Health and Care \(EHC\) plans | Surrey Local Offer](#)

A reminder that the last issue of the Greville Gazette outlined how to get a neurodevelopmental assessment for ASD or ADHD, through the Right to Choose pathway. Please let the Office know if you would like this re-sent to you; it can also be found on the SEND tab of the school website, along with this SEND update.

Wishing you and your families a Merry Christmas!

Ms Williams, SENDCo and Inclusion Lead