

What does Additional Needs mean?

A child has “Special Educational Needs” if he or she is not making the expected progress that the majority of children at his or her age are making.

This could be for a variety of reasons, such as problems with:

- Understanding and learning
- Communication
- Behaviour
- A physical difficulty.

At any one time many children in mainstream schools may have some sort of additional or special need. Most of these will be short lived and easily resolved. Some children will need extra help throughout their school career.

How will we work in partnership with parents?

We welcome and encourage you to be involved in your child’s education.

As soon as possible after a ‘Special Need’ is suspected, the Class Teacher will inform the child’s parents. Parents will then be invited to discuss their child’s needs with the teacher or the SENCo to help decide the action needed to help. Parents’ help at home is an essential part of this approach.

Parents will also be informed in writing if a child’s needs/level of support change.

We hope this leaflet has been helpful. You are welcome to contact your child’s teacher or the SENCo at any time if you have any questions not answered here, or to find out more about ways to help your child.

What different sorts of help are available?

This will depend on the child's needs and the resources available in school. We provide help through the different stages of "Aware", "School Action", "School Action Plus", or in rare cases, "Statutory Action".

Aware (Aw)

This is when staff have an initial concern or awareness about a pupil's learning need that may be addressed by a closer partnership with home, or simple changes to the pupil's learning environment. Evidence may be collected to support the school's view that a child may need to be considered for further support and help. We will always share our concerns with parents at this stage through formal and informal channels (e.g. Parents' evenings or 'ad-hoc' discussions).

School Action (or Early Years Action, for a child in Reception) (sa)

This means a child's needs can be met from within the school's resources. The child will be assessed and the information used to help plan what action to take. This may involve different grouping of children for lessons, a change in teaching methods or, when appropriate, individual or group support with a Teaching Assistant. Occasionally an external support agency e.g. Cognition and Learning, may be consulted for advice or to carry out assessments, with parents' permission.

Individual Education Plan (IEP)

When appropriate the teacher may also write an Individual Education Plan (IEP) for a child. This is where the teacher plans how to help the child progress in specific areas of difficulty. Two or three simple, achievable targets are chosen in partnership with the teacher, parents, child and Special Educational Needs Coordinator (SENCo) or the Assistant SENCo. The pupil is helped to achieve these over the term. This work would be 'additional to' or 'different from' the school's usual differentiated curriculum. Each IEP is reviewed termly and new targets set where appropriate.

School Action Plus (Early Years Action Plus) (sa+)

This will build on School Action support, and will begin when a child makes very limited progress. There will be a significant need for assessments and advice on

specialist strategies or materials from external support agencies, with parents' permission. IEPs will usually be written for children at School Action Plus.

Statutory Action

This is only appropriate for a child with major, long-term needs in one or more of the four areas mentioned. The child's needs require continuing multi-agency involvement.