

### **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, 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 Saxon Primary School**

- The person responsible for co-ordinating the day-to-day provision of education for pupils with SEND at the school is Jenny Doherty (Inclusion Manager).
- The people with overall responsibility for the provision of education of children with SEND at the school are Bonnie Davis & Nicola Morris (Co-Head Teachers) and Mary Ellen McCarthy (Executive Principal).



**Learning together for a brighter future**



## **SEND Support**



**Working together to support children with SEND at Saxon**

Information for parents and carers



## How does support for SEND children at Saxon work?

### Wave 1

#### Universal Provision

##### What does it look like?

- Quality first inclusive teaching within the classroom across the school.
- Support that is additional to or different from the classroom provision is implemented within the classroom. Examples include: repeated instructions, checklists and reward charts.
- Progress and attainment is monitored and assessed every half term.
- Support that is additional to or different from the classroom provision is adapted and reviewed regularly to ensure it continues to support as needed.

##### Support:

- *One Page Profiles* completed by all of the children with support from their parents/carers and teachers.

##### What if the desired progress is not made?

- If we have concerns about progress through Wave 1 teaching, we will move to Wave 2 provision.

### Wave 2

#### 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 interventions, spelling interventions or high frequency word reading - each intervention always has a specific focus.
- Progress and attainment is monitored and assessed every half term.
- Support that is additional to or different from the classroom provision is adapted and reviewed regularly to ensure it continues to support as needed.

##### Communication:

- Class Teachers share the interventions and support provided with parents/carers.

##### What if the desired progress is not made?

- If Wave 2 adjustments do not have the desired impact and progress is less than expected, the child is added to the *SEND Register*. Parents/carers will be informed.
- Discuss with parents/carers engaging the support of Surrey external support services: Learning Language Support (LLS), Speech and Language Therapist (SaLT), Behaviour Support (BSS) and Educational Psychologist (EP).

##### Communication:

- *Pupil Passports and Individual Provision Maps* may be created and shared, outlining the support in place.

### Wave 3

#### Specialist Provision

##### What does it look like?

- Specialist interventions and support strategies which are additional to or different from the classroom provision are implemented. Examples include: specialist strategies and support recommended by Behaviour Support, Learning and Language Support and Speech and Language Therapy.
- Progress and attainment is monitored and assessed every half term.
- Support that is additional to or different from the classroom provision is adapted and reviewed regularly to ensure it continues to support as needed.

##### Communication:

- *Individual Provision Maps* are created outlining the support in place and shared with parents/carers.

##### What if the desired progress is not made?

- Where enhanced provision, external support and costing demonstrate continued lack of progress, an application for an Education Health Care Plan (EHCP) begins.
- The Inclusion Manager will discuss this process with the parents/carers.