

## What is an Education Health Care Plan? (EHCP)

An EHCP is issued for those children with significant, long-term, special educational needs. A statutory assessment of a pupil's SEND can be undertaken when there is convincing evidence that, whilst the school and SEND specialists have taken relevant and purposeful action to tackle the pupil's SEND, the difficulties remain or have not been remedied. A statutory assessment is a multi-agency investigation that aims to define the long-term needs of a pupil. It may or may not result in an EHCP being issued.

An EHCP describes all the pupil's specific learning difficulties, the main objectives to be worked towards, and the appropriate provision to be made, which will come from a variety of sources.

## What is an 'Annual Review'?

An 'Annual Review' is a meeting for school, parents and outside agencies to discuss the progress made by the child over the previous year. This review forms the basis of the decision as to whether the EHCP continues for another year. A SEND Lead Worker may or may not be present at the review.

## What is the role of Teaching Assistants?

Teaching Assistants are deployed effectively within the school and take on a variety of roles including:

- Support within whole class teaching,
- Small group support within a class situation.
- Small group work outside the classroom, working on a specific intervention programme.
- Some one to one support of a child with SEND Support or an Education Health Care Plan (EHCP)

## How can I help my child with Special Educational Needs?

It is in your child's interest that home and school maintain close and regular communication. Our Home School Agreement recommends that effective learning relies on an active partnership between home and school. Therefore, it is imperative that children have the opportunity to work towards their targets with your support and guidance in the home environment. We will review your child's progress and targets throughout the year with you as parent partners.

2023-24

# Special Educational Needs & Disabilities



## A Guide for Parents

**'A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'**

*SEND Code of Practice 0-25 Years  
August 2014*

**Special Educational Needs and Disabilities Co-ordinator (SENDCo)  
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## **SEND**

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

## **Aims**

We believe in providing every possible opportunity to develop the full potential of all children.

All children have the right to a broad and balanced curriculum, including extracurricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with Special Educational Needs & Disabilities enjoy equality of opportunity and appropriate access to an inclusive curriculum.

**...To develop each child's talents and potential in a Caring Catholic Community. (School Mission Statement)**

## **How do we assess the children who are identified as Special Educational Needs pupils?**

Early identification of children with Special Educational Needs & Disabilities is a key priority so that appropriate support/provision can be given.

At the beginning of the academic year, all children undertake assessments in reading, writing, maths and spellings, in a variety of formats. This will identify any children working significantly below their expected attainment.

Once a child's attainment or rate of progress is identified as a concern, the school SENDCo will be informed and will advise further assessment as appropriate. Wiltshire Local Authority's **Graduated Response to SEND Support document** (GRSS) is also used to assess whether there is a Special Educational Need.

## **What is the next step?**

If the child requires Special Educational Needs provision, the class teacher - in consultation with the SENDCo, pupil and parents - will set SEND support targets. The children work on reaching these targets with support in school and at home. The progress on achieving targets is monitored closely, with meeting for parents offered three times a year.

## **What is 'SEND Support'?**

SEND support is additional or alternative provision in addition to the usual in-class differentiation.

Specific targets and provision are put in place for each child which are monitored regularly for effectiveness. In some circumstances it will be necessary to call on external expertise to support the school's provision. This might be:

- Speech and Language support.
- Educational Psychologists.
- Sensory or physical specialist advice.
- Behaviour support.
- Specialist SEN Service (SSENS)
- Intervention by other specialist agencies

Referrals are necessary for this type of provision and will be made by the SENDCo in close consultation with the parents/guardians of the child concerned. The Local Authority have clear guidelines and qualification criteria that the children must meet in order to be considered. The school must abide by these guidelines at the time of referral.

## **The Local Offer**

The Wiltshire Local Offer helps parents, carers and young people find out about the support and services available in their local area and how to access them:

<https://localoffer.wiltshire.gov.uk/>