



Repton Manor Primary School

Information for Parents and Carers about Special Educational Needs and Disabilities (SEND)

What is Special Educational Needs?

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she has:

- A significantly greater difficulty in learning than the majority of others of the same age;
- A disability which prevents or hinders him or her from making use of facilities generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

SEN Code of Practice (2014, p. 15)

How do you identify and assess pupils with SEN?

At Repton Manor Primary School we formally monitor the progress of all pupils six times a year to review both their academic and social progress. We use a range of assessment tools throughout each individual's education such as; Baseline Assessment, The Early Learning Goals and Language Link during Foundation Stage, Phonics Screening at the end of Year 1 and Statutory Assessment Tools at the end of Year 2 and Year 6.

Where progress is not sufficient, even if Special Educational Needs have not been identified, we put in place additional support targeted at the given area of need to enable pupils to 'catch up' and close any gaps in learning.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at

their area of need. For those pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. We also have access to external advisors who are able to carry out more detailed assessments if they are required. This may be through a referral to Speech and Language, Educational Psychologist or to LIFT (Local Inclusion Forum Team) for support from the Specialist Teaching and Learning Service (STLS).

The purpose of this more detailed assessment is to understand what additional resources and teaching and learning approaches are required to enable the pupil to make better progress. These will be shared with parents/ carers and put into a SEN support plan which will be reviewed regularly. At this point we will have identified that the pupil has a Special Educational Need because the school is making special educational provision for the pupil which is additional and different to what is normal available.

If the pupil is able to make good progress using this additional and different resource(s) (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a Special Educational Need. If the pupil is able to maintain good progress without the additional and different resources, he or she would not be identified with Special Educational Needs. When there is a change in the identification of SEN parents/ carers will be notified. As a parent or carer if you have concerns regarding your child's education and/ or the possibility of your child having Special Educational Needs you can make an appointment to speak to the school's Inclusion Leader.

What is an EHC (Educational, Health and Care) Plan?

If, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of the child or young person, the child or young person has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care needs assessment. This is done by contacting the local authority's SEN department and asking to start the SEN Statutory Assessment process.

An EHC plan is the document which replaces statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. There are three main points of difference:

- There is a greater emphasis on gathering information from all services both health and educational at the point of referral
- There is a greater involvement of the parents/carers and child or young person with special educational needs at the planning stage and through the co-ordinated assessments
- It produces a plan that has been contributed to by all education, health and social care professionals involved with a child or young person with SEN, with a greater emphasis on outcomes and a family centred approach.



What support services are available for parents/ carers?

Information, Advice and Support Kent (IASK) provides free, impartial, confidential advice, support and options around educational issues for parents who have children with special educational needs and/or disabilities. They empower parents to make informed choices about their child's education. They can:

- help you make informed decisions
- help you plan how to communicate your views or concerns in meetings or on paper
- come with you to meetings as a neutral person
- provide face to face support
- provide information about other agencies and processes
- help you prepare paperwork, including for tribunals
- help you through the education system
- offer you training and workshops

Helpline: 03000 41 3000. Mon to Fri, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Office telephone: 03000 412 412

Fax: 01622 671198

They can also meet parents face to face at a suitable time and place, outside of office hours if needed.

What is the Local Offer?

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choices and therefore more control over what support is right for your child.

Further information regarding Kent's Local Offer can be found at:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Who is the school's Inclusion Leader?



The Inclusion Leader at Repton Manor Primary School is Mrs. Louise Summers, who is a qualified teacher and is currently undertaking the National Award for SEN Co-ordination. She has also undertaken the following additional training: Support for Learners with Autism Spectrum Disorder within Mainstream and Specialist Settings, Core Dyslexia Training, Dyscalculia Awareness training, Language for Learning, Clicker 5 and 6, Social Stories, Team TEACHH, Well-Being Toolkit and Boxall Profile Training.

Mrs. Louise Summers is available by appointment and can be contacted on (01233) 666307 or inclusion@reptonmanor.kent.sch.uk