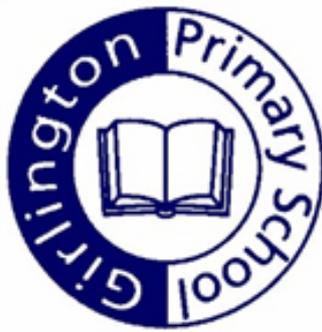


A Parent/ Carer Guide to SEND Support at Girlington Primary School



"At Girlington Primary we offer a fully inclusive provision, to remove barriers to learning and ensure full participation."



As your child moves through their school years, you might find at some point that they are assessed as having some form of special educational need or disability. We will to work closely with you to discuss and plan the type of provision that will best suit your child.

Support can take many forms - it might simply be adapting a lesson or a little extra adult support as part of a group. It might be more individualised, such as one-to-one support, the use of specialist equipment to enhance your child's experience or the provision of a safe space.

Remember that every child is different, so support for one child might not work for another. Your input will be very valuable, as you know your child best. Working with us will mean that your child is well-supported and their needs are more likely to be met successfully.

What is SEND?

SEND stands for Special Educational Needs and Disabilities and describes learning difficulties or disabilities that mean your child will need more support than other children of their age. When your child is at school, they might be placed onto the school's SEND register. This means the school has recognised that your child might have some barriers to their learning and these need to be addressed as soon as possible in order to give your child every chance to make progress. Children and young people can go on and off the SEND register based on their current needs and progress.

SEND can be split into four different areas, depending on the type of need:

1. Communication and Interaction

This includes difficulties related to having Autistic Spectrum Condition (ASC), such as difficulty understanding and using verbal or non-verbal communication and understanding social interaction. It also includes speech, language and communication needs (SLCN), which covers areas such as the production of speech, understanding what is being said to them or difficulties saying what they want to say.

2. Cognition and Learning

This includes difficulties with literacy and numeracy, meaning they will need support accessing the rest of the curriculum. Their levels of attainment might be well below those of other children their age. Cognition and learning can be split into a variety of areas, according to the severity of need:

Specific Learning Difficulties (SpLD)

Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia or ADHD (Attention Deficit Hyperactivity Disorder)

Moderate Learning Difficulties (MLD)

Moderate Learning Difficulties (MLD), which means a child's levels of attainment are far below where a child of their age should be and they might also need support with self-esteem, concentration and social interactions. Some children might be assessed as having severe learning difficulties (SLD), meaning they're likely to require support across the curriculum and they're likely to have other needs too.

Profound and Multiple learning Difficulties (PMLD)

Profound and Multiple Learning Difficulties (PMLD), which are severe and complex learning needs.
Children with PMLD are also likely to have additional difficulties in communication, sensory impairment or physical difficulties. They are likely to require extensive support.

3. Social, Emotional and Mental Health Difficulties (SEMH)

This includes any children with social and emotional difficulties, such as being withdrawn or isolated or children who might display disruptive or challenging behaviour. This category also includes mental health difficulties, such as anxiety, depression or eating disorders, along with disorders such as ADHD or attachment disorder.

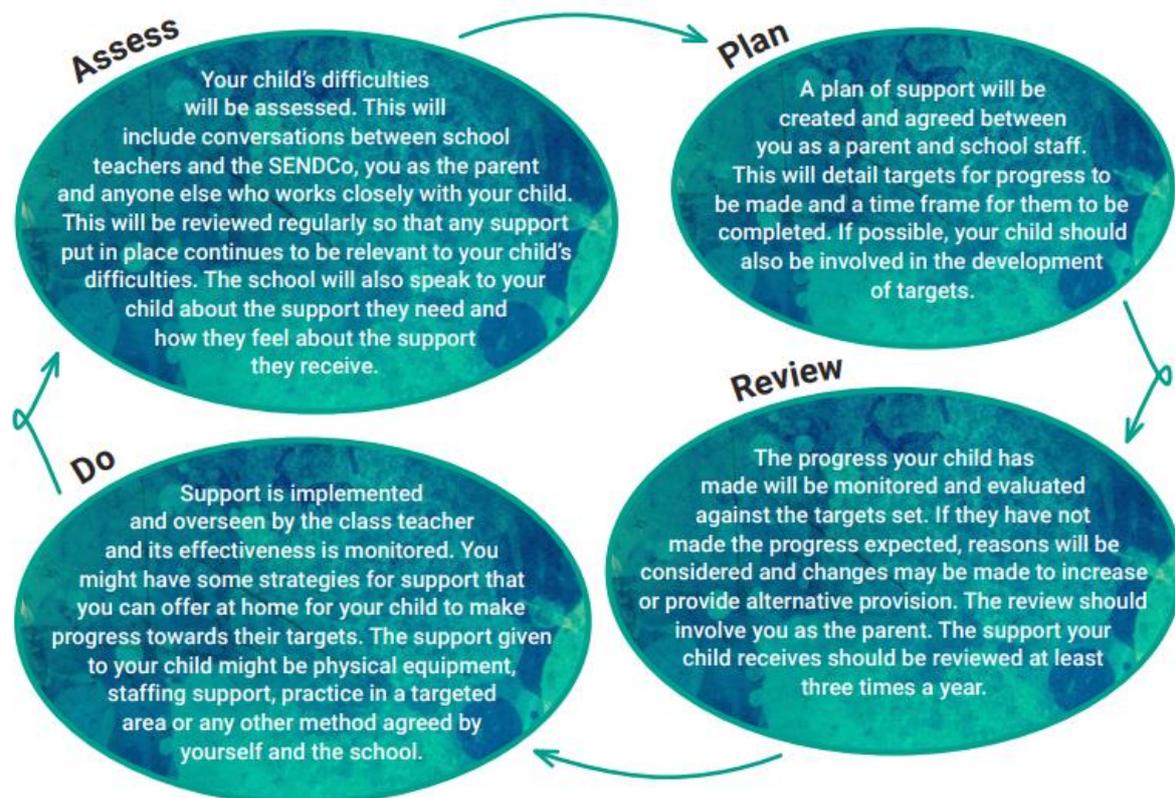
4. Sensory and/or Physical Needs

This includes children with hearing or vision loss or a combination of both. It also includes children with sensory processing difficulties or a physical disability.

How will Girlington Primary School support my child's needs?

Good quality teaching is key to a child with SEND making progress and will always be the first consideration for a school. At Girlington we follow a graduated response cycle when planning more individualised support for your child. The class teacher is responsible for this and the process is overseen by the SENDCo.

The Graduated Response Cycle follows these four stages:



This is a continuous cycle. When targets have been reviewed, new targets will be set and the process begins again. This information helps the class teacher to put the best support in place for your child and can be used to support an EHCP application if one is needed.

Examples of how your child may be supported:



What people will be involved with supporting my child?

Your child's teacher will be involved in all aspects of your child's SEND support, as they will be creating and overseeing the provision. The teacher will be working closely with the SENDCo to ensure that provision is well-matched to your child. Depending on your child's level of need, they might also encounter other people who will be there to support them. This might be other staff in school or external agencies, such as an educational psychologist, a speech and language therapist, an occupational therapist, a physiotherapist, a social worker or a paediatrician.

Why can't an adult work with my child all the time?

You might feel that your child will work best having an adult next to them all the time. However, schools do not have the resources, including additional adults to supply every pupil with an adult. It is also detrimental to a child's independence if they are always reliant on an adult to be there to support them. They can sometimes develop 'learned helplessness' where they would rather ask an adult what to do than work towards finding an answer or solution themselves. You'll find that your child receives support in many different forms - and they might not even notice this support! The more your child is able to do independently, the better it is for them. Their self-esteem will improve and they will develop more of a positive mindset, setting them up for future successes.

What if my child is still not making progress?

If your child's needs are not able to be met with the support they are receiving at Girlington Primary School they might need an Education, Health and Care Plan (EHCP). An EHCP is a legally binding document which identifies a child or young person's educational, health and social needs and sets out the additional support which the local authority must put in place to meet those needs.