

Special Educational Needs Explained for Parents

Reasonable adjustments in School so your child can access the curriculum.

- ASD Friendly classrooms; timetables, visuals, count downs for transition and de-sensitised classrooms.
- “Sensory Tools” integrated into the classroom; head phones, weighted blankets, pressure releasing toys and fidget gadgets.
- “Nurture Nooks” to emotionally regulate outside of the classroom
- Dyslexia Friendly Classrooms; Literacy and Numeracy working walls, spell checkers, NESSY programme, access to computers and adjustments to writing utensils.
- Individualised behaviour systems such reward charts.
- Access to the calm room.
- Sensory “brain breaks”.
- Differentiation in the lesson.
- Counselling and Play Therapy



Teacher/Parent Concerns

If your child is not coping with the implementation of “reasonable adjustments” the teacher will gather evidence by observing your child. These observations and your parental input will help to assess if your child needs specific targets to access the curriculum. Teachers will then complete a “record of concern” for the SENCO. This record of concern will be used to assess what reasonable adjustments have been tried and tested. The SEN team may suggest individual targets which should be used to support your child in class. This is when your child would be placed on the SEN register and start an “Individual Education Plan” (IEP).



Stage 1

- Your child is now placed on the “Special Educational Needs” register.
- Individualised targets will be created and tracked by a document called a “Individual Education Plan”. This is a “live” document which allows teachers to plan, track and monitor the unique needs of your child. Your child’s voice is very important. They will take part in creating and evaluating the IEP targets.
- These targets are categorised under 4 main headings: “Physical”, “Cognitive”, “Emotional” and “Behavioural”. This plan is reviewed and updated 3 times a year. Each time it is renewed you will be provided with the updated document via Seesaw.
- Your child may thrive under this plan and be maintained at stage one or be removed from their IEP.
- All evidence is recorded on Seesaw via video, photo, note taking and samples of learning from classwork books.



Stage 2

- Based upon the evidence gathered from the IEP at Stage 1, staff have decided that your child could benefit from accessing agencies and outside services. Some examples; Regional Integrated Support for Education (RISE), Harberton Learning, Autism Advisory Service and Play Therapy.
- If your child accesses these outside agencies and they still cannot access the curriculum they may be put forward for Educational Psychology assessment. The school cannot talk to an Educational Psychologist about your child without your permission.
- The relevant SEN team select the group of children which will be presented to the Educational Psychologist.
- Just to make parents aware school is provided by the EA with limited psychology hours.
- Who and how pupils are selected for the limited hours:
The psychologist has a consultation with the SENCO to discuss all the children selected by the relevant SEN staff. The SENCO will present all of the evidence gathered (standardised scores, observations, class work, 3 working IEPs and school attendance).
- The Educational Psychologist will then provide the school their recommendations. These recommendations will be one of the following:
 - 1) Continue to monitor and remain at stage 2.
 - 2) Recommended strategies to be implemented
 - 3) Further outside agency involvement/support services e.g. behavioural support
 - 4) Psychology Assessment in school



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Interim period in between Stage 2 and Stage 3 (The Assessment and Observation Stage)

- Educational Psychologist will come into school and conduct an assessment and classroom observation.
- The Educational Psychologist will speak to you about your child and the assessment.
- Teachers and parents will be provided with the appropriate documentation which is relevant to the child's assessment.
- The Educational Psychologist collates all this evidence and sends it a panel of experts within the EA. The panel of experts will also receive the Educational Psychologists advice based upon their assessment and observation.
- The panel will then decide if your child will be referred to Stage 2 and further access other agencies or receive a Statement of Special Educational Needs



Stage 3

- Your child will only reach stage 3 if the panel decide they need a **Statement of Special Educational Needs**.
- The statement will outline your child's needs and what this means. It will also, in detail, outline strategies of support specific to your child that will enable them to access the curriculum

What is a statement?

-A statement sets out your child's needs and the help they need to reach their learning potential. It is a legal document which is reviewed annually at school. The statement may be adjusted accordingly based upon the outcome of the annual review.

What should I expect from this statement? You may have access to some of the following;

- Access to mainstream education with additional support (outside agencies and/or additional adult)
- Access to Special Needs School

What should I expect if my child is provided with additional adult hours?

- The teacher is resourced with an additional adult to implement the aims of the statement. This can be for 15-30 hours a week.
- Your child has "access to" this adult as and when needed during these hours.
- When your child has access to this the adult is managed carefully by the teacher and SEN team so as the child receives support but they do not become completely dependent upon this adult.
- The additional adult can also be used to make and create resources for your child to support their learning in class and collate records.
- The additional adult can also receive training from outside agencies.
- The governors will employ an additional adult. Your child may not have access to the same adult every year.

What is Medical Statement

-A statement which sets out your child's individual medical needs and explains their health condition.

What do I expect from a medical statement?

- The teacher will be provided with an additional adult to support your child with their medical requirements.
- This may range from helping them to physically transition around the school, administer medications and provide a level of intimate care.

What is a medical diagnosis?

Schools hold a medical register which helps them to record children's medical diagnoses. If your child has a medical diagnosis, it does not mean they immediately have SEN.

Examples;
Autism and ADHD

How do I get my child a medical diagnosis?

The relevant medical professionals (GP or Health Visitor) can provide you with a referral to the appropriate services.

What will the school do if my child has a medical diagnosis? (e.g. ADHD or ASD)

- Make the school aware you are going through this process.
- To support this process school may be provided with paperwork to complete.
- When you are provided with your diagnosis, please bring school the original documentation so as we can take a copy for the medical register. Without the documentation we cannot place them on the medical register.
- The school will then make the decision between ensuring reasonable adjustments or if they need to proceed with the SEN code of practice (Stage 1, 2 and 3).

Private Diagnosis and Appeals

-If you are appealing you can go to the Dispute Avoidance and Resolution Service to support you with your appeal. This is with regards to the outcome of a statutory assessment. **(028) 9072 6060**

What is a private diagnosis?

-A private diagnosis is not a statement. It does not lead to your child accessing the SEN register. A private diagnosis may conclude they have a medical need such as ADHD or ASD. This could highlight to staff the relevant reasonable adjustments needed.

-If your child is already on the SEN register the outcome of a private diagnosis could provide evidence with regards the code of practice.

Should I go for a private diagnosis?

- The school believes it is completely parental choice.
- It must be a HSCT recognised registered psychologist for school to act upon it.