

What are Special Educational Need and Disabilities needs?

A person has SEN if they have a learning need or a disability which calls for special adjustments to educational provision to be made for them. At compulsory school age this means they have a greater need for adaptations to their learning than the majority of others the same age, or, has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Adapted 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 means an additional need has been identified and the monitoring and tracking of social, academic or physical progress requires closer scrutiny. Through this, staff involved in the provision for your child can then ensure that everything is in place to enable your child to progress and is relevant to their specific 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 Darley Dene Primary School

- The people responsible for co-ordinating the day-to-day provision of education for pupils with SEND at the school are Emily Gardner & Becky Blasigh.
- The people with overall responsibility for the provision of education of children with SEND at the school are Sarah Kober (Head Teacher) and Mary Ellen McCarthy (Executive Head Teacher).



Learning together for a brighter future



SEND Support



Working together to support children with SEND at Darley Dene



How does support for SEND children at Darley Dene work?

High Quality Teaching

Core Offer

What does it look like?

- High Quality 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:

- completed by the children.

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.

Graduated Approach

Additional Support

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 and fine motor interventions, social interaction interventions, speech and language interventions and sensory support - each intervention has a specific focus that is tracked half termly.
- 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 these adjustments do not have the desired impact and progress is less than expected, the child may be added to the *SEND Register*. Parents/carers will be informed.
- Discuss with parents/carers engaging the support of Surrey external support services: Specialist Teachers for Inclusive Practice (STIPs), Speech & Language Therapist (SaLT), Occupational Therapist (OT) or Educational Psychologist (EP).

Communication:

- *Learning Support Profiles* are created outlining the support in place and shared with parents/carers.

Additional Support

Personalised 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 STIPs, SaLT, OT or EP services.
- 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:

- *Learning Support Profiles* are created with the child 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 Team will discuss this process with the parents/carers.