**One Minute Guide to Support for Children with Special Educational Needs or Disabilities at The Dingle.**

**SENCO: Mrs Jill Hayes:** [**senco@dingle.cheshire.sch.uk**](mailto:senco@dingle.cheshire.sch.uk) **tel 01270 685700**

**The Graduate Approach to SEND**

Children who are not making the progress expected of them and/or having difficulties in school will have been identified and placed on our First Concerns Register by their class teacher. At this point it is the class teacher’s responsibility to make adjustments to their planning and teaching to address the child’s needs, and to produce a First Concerns Profile to be shared with parents. If the interventions put in place are not successful, and children are not making expected progress, resulting in the gap between them and their peers continuing to rise, pupils will move onto the school’s SEND register, and a School Support Plan (SSP) will be written for them by the class teacher, and in consultation with the SENCO.

The SSP will include specific targets for the child to achieve, that focus on areas where difficulties exist, and strategies will be put into place by the class teacher to address them. At this point the SENCO at the school is made aware of the issue and will provide advice to the class teacher. The SSP should be reviewed approximately every term by the class teacher and targets changed and amended as required. This should be completed with the Parent whenever possible.

At this point, advice may be sought from an outside agency, such as Health or an Educational Psychologist. Any advice given will be included as strategies to meet the set targets. When it is thought that advice should be taken, permission from the parent must be obtained by the school and any referral and documentation shared by email with the parents.

**Further Assessment by Professionals**

Once advice has been taken and implemented a child may still continue to fall further behind their peers. If this remains the case, a full assessment of the child’s needs maybe required. In this case all the evidence is presented to the Local Authority and a panel considers the need for an Educational, Health and Care Plan (EHCP) Needs Assessment, which may or may not lead to an EHCP. If an EHCP is deemed appropriate by the Local Authority, it will outline any specialist provision that will be required to support the child further.

**SEND Code of Practice**

All schools are required to publish a detailed offer for children with Special Educational Needs or Disability on their school website, called the SEND Information Report. Ours can be found at [www.dingle.cheshire.sch.uk](http://www.dingle.cheshire.sch.uk) under Parent Information, Special Educational Needs and then the download at the bottom of the page. This has been written by Mrs Hayes our Special Educational Needs Coordinator (SENCo).

At The Dingle Primary School, we believe that each pupil has individual and unique needs. We acknowledge that a significant proportion of pupils will have special educational needs and disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

**The SENCo’s role.**

The SENCo is an experienced qualified teacher with additional training and experience in SEND. They do not have the specialist knowledge to make any diagnosis. Their role is to provide support and advice to teachers and to prepare paperwork for referrals and to obtain advice from outside agencies**.**

**What can you do as a parent or carer?**

In our school, children with SEND still make good progress from their different starting points. Our school will always endeavour to provide the best provision possible.

If you do have concerns, then the first contact should be your child’s class teacher. However, you may prefer to contact the school SENCo, Jill Hayes, by emailing: [senco@dingle.cheshire.sch.uk](mailto:senco@dingle.cheshire.sch.uk)

You can find out more information about Special Educational Needs and Disabilities at The Dingle through the SEND Information Report found as a download on the School’s website.

If you believe your child has needs that maybe of a medical nature, then please contact your GP.

If you have concerns:

* Talk to your class teacher – you don’t have to wait until Parent’s Evening
* Tell your class teacher if circumstances change, which may impact on your child at school .
* Look for support from your GP if it is medical
* If you have any concerns about behaviour, at home or in school, attend a parenting class. You will have to do this before a GP will consider a diagnosis. Ask our SENCo for details.
* Act early. If your child is at a pre-school, they will have a SENCo, or you could make contact with a Sure Start Centre and ask them for support.
* Read to and with your child regularly. The better they can read and the wider a child’s vocabulary and experiences of life, the more they will make sense of the world they live in.
* Don’t panic or jump to conclusions- all children are different and have different interests and abilities. They progress through the curriculum at different speeds. If you’re worried, ask.