

How will I know about my child's progress and how will you help me to support my child's learning?

You will be able to discuss your child's progress and needs at termly meetings and at parent / teacher consultations

You will receive a written annual report detailing your child's progress and achievements from your child's teacher.

Your child may also have a School Focussed Plan (SFP) which contains personalised targets and outcomes. This will be shared with you and reviewed termly.

Your child's targets will be shared with you and the class teacher may suggest ways of how you can support your child at home and share with you strategies that work well in school

Who can I contact for further information? If you would like to discuss your child's Special Educational Needs, please see either the class teacher or contact the school office on 01226 711332 to arrange a meeting with the SENDCo – Mrs Gough.

How is the decision made about what type and how much support my child will receive?

The decision about how best to support your child is based on the needs of your child.

Decisions are made in consultation with the class teacher, teaching assistant and SENDCo who will determine if specialist advice is needed

Guidance may be sought from outside agencies regarding the type of support provided for your child

The outcomes and impact of all targeted support are closely monitored, assessed and reviewed.

The curriculum and support provided is differentiated to meet the needs of all children and is planned and delivered by your child's class teacher and teaching assistant.

For more information see the school website for:

Special Educational Needs Policy and SEND information.

Inclusion Policy

Anti-bullying Policy

Or get further advice about SEND from the Local Authority by viewing their Local Offer at:

https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/

BRIERLEY CE PRIMARY
SCHOOL



**Supporting Children
with Special
Educational Needs
and Disabilities**



At Brierley CE Primary School we aim to provide a broad and balanced curriculum with high expectations and suitable targets for all. We understand that some children experience greater difficulty in their learning compared to those of the same age. We have an inclusive ethos which supports systems for early identification of barriers to learning and participation. Our aim is to ensure children are given a level of support to meet their individual needs in order for them to achieve and be successful learners.

What does Special Educational Needs mean?

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are of compulsory school age and fall within the definition of the above statements or would so do if special educational provision was not made for them.

Types of SEND

Special Educational Needs and Disability is divided into 4 types (as stated in the 2014 SEND Code of Practice):

Communication and Interaction difficulties – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, hearing impairment, and those who demonstrate features within the autistic spectrum

Cognition and Learning difficulties – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia

Social, Mental and Emotional Health difficulties - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration

Sensory and/or Physical Needs – this includes children with sensory, multisensory and physical needs

For more information see the school's SEND Policy and information on our school website.

A Graduated Approach to SEN Support

At Brierley CE Primary School, we adopt a "high quality first teaching" approach. If concerns are raised, the following graduated approach will be followed using specialist support if required.

Areas of concern raised with parents / school

School decides if there is a requirement to provide additional support and place the child on the SEND register.

SEN school support may be initiated and a School Focussed Plan (SFP) created.

Additional advice may be sought from outside agencies through referrals.

If needed, school may make a request for 'Statutory Assessment'. This may result in an EHCP (Education, Health and Care Plan)

If a child has an EHCP there will be an annual review of need.

How will school staff support my child?

Learning will be personalised to suit your child's individual needs through the use of differentiated tasks / resources.

Your child may receive additional support in class from the teacher or teaching assistant

Targeted support may be provided through specific interventions in small groups or if necessary 1:1