

What do I do if I think my child has special needs?

If you are concerned about your child's progress the first place to discuss your concerns is with the child's class teacher. They can then organise a meeting to discuss your child's progress with you. School will then begin to follow the assess-plan-do-review cycle starting by assessing your child's needs. The cycle will then be followed as described earlier.

If we do not feel your child has special needs we will put them on a monitoring list and will continue to monitor their progress within school until we are happy that they are progressing as they should.

It is important that we work together with parents to help all children achieve their best. We value parents contributions and encourage them to raise their concerns with school so that we can work together to help support their child.

More detailed information about SEN can

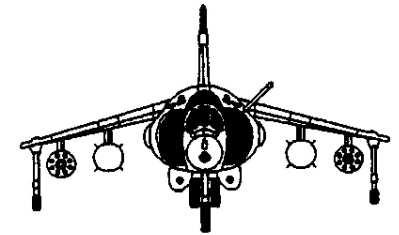
be found in the document called

'Special educational needs and disability A

Guide for Parents and Carers'

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

A GUIDE TO SPECIAL EDUCATIONAL NEEDS PROCEDURES AT WITTERING PRIMARY SCHOOL



For further information or advice contact Mrs Murray (SENCO) at

Wittering Primary School
Church Road
Wittering
Peterborough

Telephone number: 01780 782336
Email: senco@wittering.peterborough.sch.uk

Or refer to the schools offer or LA's local offer

School offer- <http://www.wittering.peterborough.sch.uk/page/?title=Special+Educational+Needs&pid=20>
LA offer- http://www.peterborough.gov.uk/children_and_families/

Assess-Plan-Do-Review

Assess

If a child is not making expected progress we will have a meeting with parents to explain our concerns and to gather information from them. This will be recorded on a SEN meeting form. Teachers hand-write what is discussed at these meetings or the SENCO if present. This outlines what was discussed and the next steps. Parents will receive a copy of this report and copies will be kept in school. An initial referral form will also be completed and handed to the SENCO which details the child's needs and what concerns the teacher and parent have about the child, this will include details of the child's previous progress.

After this the child will be assessed within school. We may also have outside agencies involved at this point and they can help us with our assessments if necessary.

Plan

We will inform parents of our findings of the assessment and parents must give consent for school to put them onto SEN support. A meeting will be organised where the parents, teacher and SENCO, if needed, to decide on the adjustments, interventions and support to be put in place to help the child. A target for their development must be decided upon and a clear review date must be set (basically to talk through the IEP). The children's views will also need to be gathered at this point. This meeting will be recorded on a SEN meeting form as before. Parents will receive a copy of this form and school will keep copies. Parents must also sign a SEN letter to agree to their child going onto the register which will be provided by

the SENCO once the SEN meeting form has been received.

Teachers will make sure that all teachers and support staff who work with the child are aware of their needs and any strategies that need to be in place to help the child. Parents will be given information about how they can help their child at home and may be given resources to help their child at home.

Do

The class teacher is responsible for working with the child on a daily basis. Where the child requires interventions away from the classroom the teacher is still responsible for the child.

An intervention tracking sheet will be completed for every intervention the child does. This helps us track the child's progress towards their targets and allows us to monitor the effectiveness of our interventions.

Review

We review the effectiveness of the support and interventions provided for the child and the impact on their progress by the agreed date originally made. We will have a meeting with parents and review the progress made and gather parents and children's views on how they think they have done with their progress towards their targets. This will be recorded on an SEN meeting form and parents will receive a copy. Provision should then be revised in light of this and a new plan can be formed with the next steps for the child. We will then continue onto deciding upon a new plan for the next term and continue through the cycle.

If a child continues to not progress despite evidence based interventions matched to the pupils' needs we may need to involve outside agencies. We will consult with parents before we refer to outside agencies. If we have a meeting with an outside agency about a child we will record it on the SEN meeting form and a copy will go home to parents.

EHC or coordinated plan

If after a period of monitoring a child is still not progressing on the SEN support stage of special needs we would consult parents. We may then decide to place a child on a co-ordinated plan which is a detailed document which looks at the longer term complex needs of a child. This would be done in consultation with parents.

In a small number of cases, a child's needs are severe and / or complex and school will apply to the local authority for an EHC assessment which would result in an EHC plan. They will then gather evidence about the child's needs and will meet to decide if the child requires specific support. If the EHC is agreed by the local authority support will be provided, then monitored and evaluated through the annual review process. An EHC plan follows a child until they are 25 and thinks about what support that child will need in their future to help them live fulfilling adult lives.

Further details on EHC plans and assessments can be found at:

http://www.peterborough.gov.uk/children_and_families/peterboroughs_local_offer/ehc_plan.aspx