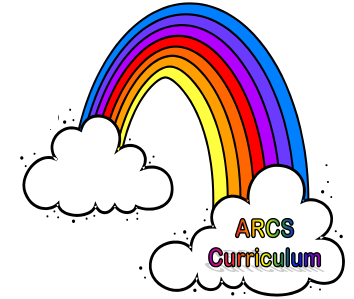


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with support from the PPSG.



Evelyn C.P. School

**Parent's and Carer's
Guide for
SEND Learning Support**

**(Special Educational
Needs & Disability)**

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- Gifted and Talented – extended learning opportunities through Performing Arts, extra-curricular activities and enrichment classes

Local Offer

The Local Offer is a response from Government to the desire of parents/carers to find out about all services, opportunities and access for children and young people with SEND in their area. Local Authorities publish the local offer setting out in one place information about provision. The key purpose of the local offer is to make provision more responsive to local needs and aspirations. Please see school website for our School's own local offer.

Interaction

- Interaction between the Learner and Facilitator ensures a curriculum which is personalised to the Learner
- Assessment for Learning – all pupils are actively in the learning process; making decisions about next steps in their learning. All children are involved in target setting. Individualised and appropriate feedback and feedforward ensures all children receive a personalised approach to learning
- Pupil Voice – the views of pupils are acknowledged and reflected in the planning of learning and teaching

Intervention

- Early and appropriate intervention ensures cohorts of learners achieve their potential through a range of English and Maths programmes that place the learner at the heart of the learning and teaching process. This is achieved through identification of pupils' learning needs and preferences.
- Intervention programmes are aimed at improving pupils' confidence and attitude to learning, thereby raising attainment within English and Maths. The intention of such programmes is to provide focused support for those pupils who are selected.
- Our Emotional Health and Well Being Counsellor, Ms M. Duffin, provides additional support, advice and information regarding issues that affect your child's education. She spends time listening, encouraging, motivating, exploring problems, discussing relevant issues, offering advice and setting goals and targets. She also works alongside teaching and class room staff in ensuring pupils can enjoy and achieve during their time in school. Her main role is to assist in the removal of barriers to learning for all children, especially SEND pupils.

This booklet has been produced to help you understand the SEND process which your child is now involved in. We hope that it will be informative and useful to you.

Evelyn CP School strives to maintain strong links with all parents and carers, and recognizes a definite need to work in partnership with you. By doing so, it is certain that staff, parents and carers achieve the prime objective of determining what is in the best interest of each individual child.

Parent Partnership Support

Evelyn CP School offers support in the form of a Parent Partnership Support Group (PPSG) The aim is to provide a relaxed and informal setting where parents and carers can meet and take part in discussions. A range of issues might be addressed in a positive fashion or perhaps you may simply want to browse through a selection of resources which may be of interest.

Background Information

The range of special educational needs and disabilities (SEND) in schools and society is very wide, from the relatively mild degrees of barriers to learning difficulty, to profound and multiple. The constraints are usually intellectual and/or social, but sometimes children's barriers to learning are either caused or compounded hearing/visual impairment, physical disability or emotional and behavioural problems. In a few cases intellectual difficulties are specific, affecting progress in some areas of the curriculum more than others, for example, to acquire basic English and Maths knowledge and skills. Children sometimes experience problems for a time because of family traumas such as divorce, separation or bereavement.

There is no clear cut-off point between pupils who have special educational needs or disabilities and those who do not. A pupil who is thought to require additional support in one school may, in another, be effectively provided for without SEND support. There are pupils with special educational needs or disabilities who have an Educational Health & Care Plans (EHCP) and there are those who have special educational needs or disabilities but do not have an EHCP. The latter include those who require support at some point in their schooling in overcoming barriers to learning, however caused.

As a Parent/Carer Who Do I Speak To?

If a Parent/Carer has a concern, the point of contact is, in the first instance, to consult the class teacher. Secondly, to approach the SENDCO, Mrs L Leppard or our SEND Governor, Mrs L Campbell Hunter and finally the Headteacher, Miss S Macleod.

Personalised Learning

Personalised Learning means adapting education provision to meet the needs and aspirations of individual children by building independence through interaction, intervention, stimulation and collaboration.

Personalised Learning places the learner at the heart of the teaching and learning process. This is achieved by identifying individual learning styles and needs which are catered for by planning learning experiences and matching teaching approaches.

Stimulation

A range of activities/experiences pertinent to individual learning needs stimulates the learner/pupil to maximize their full potential.

This is facilitated through, for example:

- Classroom organisation and management - creating an engaging, rich environment which motivates, extends and supports the learning needs and styles of every pupil
- Performing Arts – the curriculum is enriched through utilising a range of creative professionals. This programme recognises and responds to the interests and talents of pupils
- Praise & Rewards – a systematic and positive approach, which is closely monitored, ensures that all children receive appropriate rewards for a range of achievements

Review

If, after review of support in place for your child and monitoring of their progress, it can be seen that support has had a significant impact, support may continue but at SEND Support level.

However, if after monitoring and review of your child's progress, it can be seen that there are further or outstanding barriers to learning, then it may be necessary to apply for an Educational Health & Care Plan (EHCP).

Educational Health and Care Plan (EHCP)

This is when an application is made to the Local Authority (LA) for a formal assessment.

The LA gathers information from a number of sources and IF APPROPRIATE it then makes an EHCP.

Resourcing & Support

Evelyn CP School has a number of effective resources which may be utilised for the benefit of your child, if considered appropriate. Due to the nature of SEND, children who require additional provision teaching will, in the main, receive this within the classroom setting. A specialist support from Southern Area Support Team will provide additional learning support to some children in smaller groups, where appropriate, to ensure that your child has full access to the curriculum. Other intensive support programmes or specialist resources are used to target and support any outstanding areas of difficulty.

The Aims at Evelyn CP School

At our school we aim:

- * To make the best possible provision for children with SEND
- * To remove barriers to learning in order to provide full access to ARCS Curriculum, who have an equal right of entitlement through good practice
- * To ensure early identification, assessment, monitoring and reviewing of pupils with SEND
- * To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND in accordance with Children's & Families Act 2014
- * To provide full access to a broad and balanced curriculum (ARCS Curriculum) through differentiated personalised planned programmes
- * To ensure that children with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by all staff and parents and carers
- * To keep parents and carers informed of their children's progress regularly and to work in partnership with them. It is our intention to be open and responsive to expressions of concern and to information provided by parents and carers
- * To work collaboratively with other professionals including the LA, Southern Area Support Team and other outside agencies

The Code of Practice

A National Code of Practice 0-25 (COP) came into existence in Autumn 2014. This COP advises a graduated approach to identification and assessment of a child's special educational needs and disabilities. The assessment is to establish if any additional support is required to enable your child to reach their potential in school. Each school has a member of staff who has an additional responsibility as the school's special educational needs and disabilities co-ordinator (SENDCO). Together with the class teacher the SENDCO maintains the Inclusion Register and a Register of pupils who have been identified as requiring additional support for SEND. The register is initiated and maintained to record any special arrangements made and the outcome of these are monitored by the class teacher and SENDCO. This leads to information being gathered which will help if it is decided to seek outside assistance or for statutory assessment.

A Graduated Approach

On-going formative assessment supports teachers to identify concerns and individual needs as part of the graduated SEND approach. In most cases children will be assessed and helped within their own school. The school will involve you, the parents/carers, in all stages of support. School may also ask for help from Southern Area Support Team or advice from school doctors or the local Health Authority where necessary. Only a very small number of children will require statutory assessment for an Educational Health & Care Plan (EHCP).

Graduated Approach - SEND Support

The main responsibility rests with the child's teacher and you. An "Expression of Concern" can be made by anyone who is involved with the child. Any concerns you and the class teacher have should then be discussed, recorded and action taken to meet the child's individual needs. This action will take place over an agreed period of time, perhaps for a term or half a term.

The SEND and INCLUSION register are maintained to record any important information. In addition, special arrangements are made through Personal Provision Mapping, intervention and additional support. This is part of the Plan, Do and Review Cycle in school and leads to further information being gathered, which will be needed if it is decided to seek outside support or apply for an EHCP.

SEND Support Review

After your child has been receiving support at this stage for an agreed period of time, you will be asked to attend a review meeting with the class teacher. The discussion will focus on your views, the child's views and the teacher's views. After a discussion it may well be decided to move your child to the next stage, remain at this stage, or that no further support is required. At the end of each stage a review meeting is held to look at next steps, and what future provision is required to target any outstanding barriers to learning your child may be experiencing.

At this point, the SENDCO works with the class teacher to set up a Personal Provision Plan (PPP). This is done to take account of concerns you may have and to set targets, including ways of achieving them and recording progress.

Review

You will again be invited to attend a review meeting with the class teacher and / or SENDCO at this stage which will help to assess what the next steps should be to meet the needs of your child. It is only after consultation with you, the parents/carers that any change is made to provision.