

## St Paul's CE Primary School – Special Educational Needs Information Report - FAQs

**How does the school identify children who have Special Educational Needs and Disability (SEND)?**

Class teachers and other school staff observe and assess their pupils every day. In this way, they will identify children who have SEND and need extra help. School leaders and the Inclusion Coordinator review pupils' academic achievement and progress every term with teachers, ensuring pupils with additional needs are identified.

**What are Special Educational Needs and Disability (SEND)?**

Pupils who have difficulties that make it harder for them to learn, access education or achieve in line with most children of the same age may have SEND. Pupils with significant health or development difficulties which act as a barrier to learning, may also have SEND.

**What can I do if I think my child has Special Educational Needs and disability (SEND)?**

Speak with your child's class teacher. Together you can share observations and concerns to determine whether your child has SEND and how he or she might best be supported.

You do not need to wait for a parents' evening. Our teachers are in the playground at the end of the day and appointments can also be made through the school office.

**What additional support might my child with SEND receive?**

The support given to children with SEND is personalised to the needs of the child. Some children may have specifically tailored tasks, additional resources or focused support from an adult in the classroom. Others may receive regular one-to-one or small group support with an adult within or outside the classroom. Children with more complex needs will have a tailored programme of support developed by the Inclusion Coordinator, in consultation with the class teacher, parents and relevant outside professionals. This programme may be part of an Education and Health Care Plan (EHC).

**How will I be kept 'in the loop' about my child's support?**

Parents can discuss their child's progress at any time with the class teacher or Inclusion Coordinator. Where a child is identified with SEND, an Individual Educational Plan (IEP) is devised by the Inclusion Coordinator in liaison with the class teacher, and is shared with parents. IEP Review meetings take place once a term, to which parents may be invited. EHC Plans for children with more complex needs are reviewed annually. The school has termly parents' evenings for all parents.