

Useful links

If you would like further information about how children with special educational needs are supported at Beverley Minster Primary, please make an appointment to see the Special Educational Needs Co-ordinator; Nadine Rhodes or refer to the following guidance:

- SEN Code of Practice 2014
(www.gov.uk/government/publications/send-code-of-practice-0-25)
- Beverley Minster Primary SEN Information report and link to the Local Offer (see school website).
- Beverley Minster Primary Special Educational Needs policy (see school website).



Advice for parents of children with Special Educational Needs

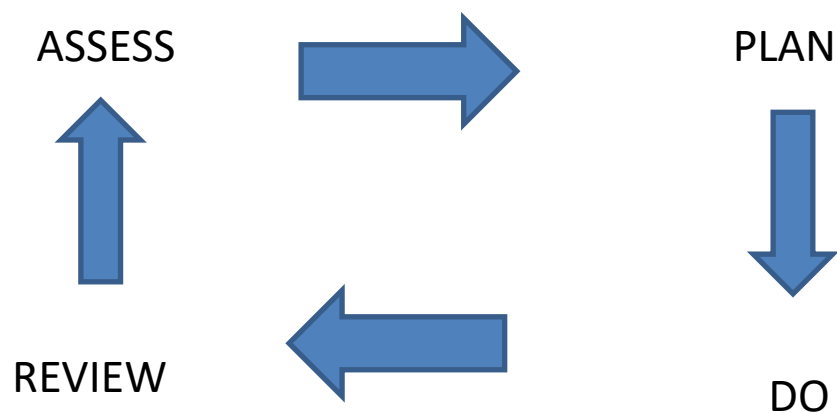
Some children find it much harder to learn than other children of the same age. They need extra help in school. These children are said to have Special Educational Needs.

It is important to identify special educational needs as early as possible. Early Years settings will watch out for the signs that a child may have special educational needs. At Beverley Minster Primary, teachers constantly check that children are making progress and adapt their teaching when children are having difficulties.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. “

SEN Code of Practice 2014

Beverley Minster CE Primary School follows the Code of Practice (2014) in operating a graduated approach to identifying, assessing and supporting pupils with special needs. Figure one below illustrates the graduated stages of special education needs.



The Graduated Response

- If a child is not making adequate progress they will begin an intervention either within the classroom (Wave 1), as part of a small group (Wave 2) or individually withdrawn from class (Wave 3). The class teacher will record the concern formally and parents will be informed that the children are receiving interventions to ‘Narrow the Gap.’
- If the child continues not to make progress or is significantly behind their peers, they will be placed on the school’s SEN Register at ‘SEN Support’ and a Personal Support Plan will be completed and shared with parents. The Personal Support Plan will be reviewed with parents on a termly basis.
- Advice from outside agencies may also be sought (for example, Educational Psychology or Speech and Language Therapy).
- If despite input at the above stages, adequate progress has not been made and the child’s SEN remains significant, an Education, Health and Care Plan (EHCP) Support Planning meeting will be called and a request will be sent to the Local Authority (LA) to consider a statutory assessment. A statutory assessment is a multi-professional assessment of a child’s needs and the help that is required to support them.
- If the child meets the criteria for an EHC Plan, the LA will call an EHCP Draft planning meeting. Professionals will meet to discuss the needs of the child, what provision will be made for them, aims and objectives, and the level of banding (amount of support).
- The EHCP will be reviewed annually with parents and carers.