



## **SEND SUPPORT PARENTAL GUIDE**

### **What does it mean if my child is added to the SEND register?**

- Before being added to the Special Educational Needs and/or Disabilities (SEND) register, it is likely that any initial supportive actions will have been recorded on a First Concerns Profile.
- First Concerns Profiles are regularly reviewed and, if levels of support need to increase, your child may be added to the SEND register.
- The SEND register is a record of children who have SEND needs; these are categorised into four broad areas as outlined in **Appendix 1**.
- When a child is added to the SEND register, a SEND Support Plan will be completed by their teacher. This will detail the required support and how you might be able to help at home.
- SEND support is based on a child's ongoing needs, which may change over time; it is not dependent on potential or existing diagnoses.
- SEND support aims to ensure that children can learn alongside their peers within their inclusive classroom setting.
- SEND Support Plans follow a graduated approach, which has four stages: Assess, Plan, Do, Review (**Appendix 2**). This approach is reviewed formally three times each academic year.
- We encourage you to be involved in the review process, and pupil voice is also sought.
- When deemed necessary, the school may consult with external support agencies.
- The SEND register is a working document where children can be added or removed as required.

### **What should I do if I am concerned that my child has additional needs?**

- In the first instance, you should discuss any concerns with your child's teacher. You can arrange a meeting with your child's teacher by contacting the school office.
- If required, your child's teacher may liaise with the school's SEND Coordinator (SENDCo) for additional support or advice.
- We offer a weekly drop-in for you to have a brief chat with our SENDCo. This is an opportunity to discuss any additional needs that your child may have. If you are unable to attend the drop-in, please contact the school office who can arrange a meeting or phone call at an alternative time.

### **Will my child require an Education, Health and Care Plan (EHCP) to meet their needs?**

- The majority of children's SEND needs can be met through Ordinarily Available Inclusive Provision or via the additional support identified on a SEND Support Plan.
- In some rare instances, or where a child's needs are more complex, the school may decide to apply for additional funding in the form of an EHCP. This decision will be based on needs and not diagnosis.
- Parents and healthcare professionals can also apply for an EHCP.
- In order for the school to apply for an EHCP, a wide range of evidence is required and gathered over a sustained period of time.
- EHCP funding is allocated into bands of top-up funding. This funding can be used in a variety of ways to support a child.
- EHCPs are not based on hours of support, and an EHCP does not mean that a child will receive a 1:1 adult.



## Appendix 1: Four Broad Areas of Need

### Cognition and Learning

- Specific Learning Difficulties (SPLD), for example, dyslexia or dyscalculia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

### Social, Emotional and/or Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD)
- Social and/or emotional difficulties
- Attachment disorders
- Anxiety
- Depression
- Eating disorders

### Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Condition (ASC)

### Sensory and/or Physical

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

## Appendix 2: The Graduated Approach

