



## THE LEARNING TRUST

NURTURING • AMBITION • EXCELLENCE

### **What if I think my child has special educational needs and disabilities (SEND)**

Special Educational Needs and Disabilities (SEND) is a legal term. It describes the needs of a child or young person who has a difficulty or disability which makes learning harder for them than for other children their age.

Children and young people with SEND may need extra help or support, or special provision made for them to have the same opportunities of other children of their age.

If your child has a SEND, their needs may fall into one or more of the following 4 areas:

Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties

Sensory and/or physical needs

### **Who can I talk to if I have any concerns?**

You know your child better than anyone else. If you have concerns speak to their teacher or ask to speak to the Special Educational Needs and Disabilities Co-ordinator (SENDCO)

Before talking with the SENDCO, we would like to understand your views and concerns around your child, **please complete** and return the attached documents;

**Parent Views and One Page Profile** (which you complete with your child.)

### **What will happen next?**

This depends upon your child's level of need.

All our staff employ quality first teaching strategies to involve every student and to ensure that progress is made. Where students do not make the necessary progress, the SENDCO will work closely with other key colleagues to plan and oversee further support. This process involves the initial gathering of essential information from your child's teachers to put us in an informed position that will enable us to meet with you and discuss your child's profile and needs.

### **What does this look like?**

If the SENDCO and your child's teacher agree that your child may have additional learning needs, they will take a 'step-by-step' approach to identify what support is required. This is known as SEND support. Whatever the school decides to do, you have the right to be informed and for your views, and your child's views, to be taken into account. Your child's teacher and the SENDCO will follow guidance set out in the SEND Code of Practice.

### **What is SEND support?**

Where a child or young person may have SEND, a nursery, school or college should take action to remove any barriers to learning and put support in place. This is known as SEND support. This SEND support should take the form of a four-part cycle; Assess, Plan, Do, Review.

### **Who else might be involved?**

Multiagency Referral - Assessment for possible social communication difficulties/Autism Spectrum Disorder/ADHD or other neurodevelopmental disorders (0-16 years) Physio/ Occupational Therapy (OT), Speech and Language Therapy Services (SALT), CAMHS (Child and Adolescent Mental Health Services), Sensory services, Visual Processing Disorders. School will use advice from multiagency assessments and reports to help plan their SEND support.


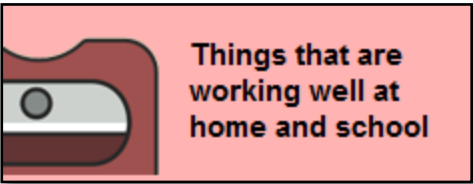
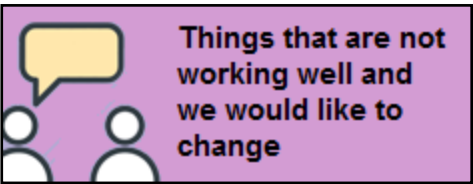
### **What if progress is still not good?**

If a child or young person does not make progress with SEND support, the school or setting and parents may consider making a request for an education, health and care needs assessment. (EHCP)

# Parent or Carers Views

<b>Name:</b>	
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This is for the child or young person’s parents / carers to give their views.

 <p><b>Important things to know about our family history</b></p>	
 <p><b>Things that are working well at home and school</b></p>	
 <p><b>Things that are not working well and we would like to change</b></p>	



**Completed by:**

**Date:**