

What should I do if I think my child has special educational needs or a disability?

- a. The first person to speak to about concerns is the class teacher. They will adapt class work if necessary by providing focused learning experiences and different approaches to help children overcome barriers to their learning.
- b. When concerns remain despite this support, the class teacher will liaise with you and the SENCo to agree next steps. This may include observing the child, looking at work samples, completing detailed checklists and making recommendations based on this. Additional group support may be considered to boost learning. A one page profile is put together outlining strengths, needs and strategies which will be shared with you. Your child's progress will continue to be monitored to see if these strategies are helping. As part of this some children will have a more detailed Pupil Passport stating specific targets and expected outcomes. These are reviewed termly.
- c. Where a child's progress remains a concern after two or more of these review meetings, discussions between the parent, class teacher and SENCo would consider placing the child on the school's Special Educational Needs list. Further analysis of difficulties may be carried out. This continues and formalises the approach begun above. The pupil passport would be reviewed with parents and the program of support reviewed.
- d. If despite specific, targeted support a child's progress remains a concern, the school will consider seeking external advice. This may be from a range of professionals including an Educational Psychologist, Specialist Teaching Team, Occupational Therapist etc. There are clear thresholds based on needs, which the school must use when considering this step. The class teacher will meet for a consultation and advice will be given through a written report which will be shared with parents. Professionals will not work with children directly.
- e. If the consultation advice does not show impact on learning, then a then a Common Assessment Framework (CAF) form would have to be completed to seek direct involvement. We would complete the CAF form together.
- f. Some children, whose progress falls a long way behind their peers – or who have a severe medical condition – may have an Education and Health Care Plan (EHC) to support their needs. There are strict guidelines on the attainment levels required to apply to the local authority for an EHC. The family and child are central to the planning of this support, which may include some additional funding to support your child's learning. The EHC plan is formally reviewed every year by the school, in conjunction with other professionals involved. The report from this meeting is sent to the Local authority who will decide whether to maintain the EHC plan for another year.