



Alverton Primary School Special Educational Needs

Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014.

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. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Useful Contacts:

Class teacher via classroom or school office: 01736 363627
SENCO (Helen Hughes) via the school office.
Headteacher (Martin Higgs) via the school office.
Safeguarding Officer via the school office.

The assessment and provision team 01872 324242
Family Information Service [https://
www.supportincornwall.org.uk/kb5/cornwall/directory/
family.page?familychannel=0](https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0)
Cornwall Special Educational Needs Disability Information
and Advice Support (SENDIASS) [https://
www.cornwallsendiass.org.uk](https://www.cornwallsendiass.org.uk)

For further information please see our website that
includes our SEN policy and local offer [http://
www.alverton.org.uk/website/](http://www.alverton.org.uk/website/)



Parent Guide

Number 13

How will I know if my child has a special education need?

As a school we monitor the progress of all pupils and identify when a child is not keeping up with the rest of their class in any area.

What will the school do if my child has a special educational need?

Class teachers will speak with parents to gain a better understanding of the child's needs and seek the advice of the school SENDCo.

- Information is exchanged with parents formally on a termly basis, but more regular meetings and updates may be necessary at particular times.
- A pupil profile will be created to ensure that specific targets are shared with all who work with the child.
- The child's learning in the classroom will be reviewed and additional resources provided if necessary.
- Appropriate interventions will be provided and regularly reviewed.
- Outside agencies will be contacted for advice as necessary.

As a parent how can I support my child with SEN?

You play a crucial role in your child's life. You know your child better than anyone else and you are your child's key educator. Think how much you have enabled your child to learn from birth to school and you can see how true this is. There is a wealth of information which shows that children do better when:

- There is a close working partnership between home and school;
- Information about children's learning is shared between everyone involved in a child's development;
- Parents show a keen interest in their child's education and make learning a part of everyday life.

We are an open and inclusive school and invite parents to help and support us in all matters concerning your child's learning which will include attending reviews and other meetings. **Please do not hesitate to contact the school if you have any concerns or questions around your child's special educational needs.**

What key phrases might I expect to come across?

SEN Support - this is when the child has been identified as having a special educational need and is on the school's SEN record of need.

Record of Need - This is a register that the school keeps that lists all the children who have an identified SEN.

Four Areas of Need - These are the areas that categorise a child's needs:

Communication and Interaction - this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties.

Graduated Response - When a child is on the Record of Need, regular parent and child reviews will follow the Assess, Plan, Do and Review progress.

Education, Health and Care Plan (EHCP) - A statutory assessment that will look at what extra support children and young people with SEN might need in their life. If a child has an EHCP it will say what support that child or young person must get.

Local Offer - This is the provision that the local authority can offer to children with SEN. Each school has their own offer that can be found on their website.