

## Special Educational Needs Code (SEN) 2014

The Government introduced SEN reforms to schools in September 2014 (Children and Families Bill). Chellaston Infant and Junior School follow this code. We are committed to supporting the progress of all children and to working in partnership with families.

### Definition of SEN and the SEN Register

The Government's definition of SEN in the 2014 SEN Code of Practice is:

'A child has SEN if they have a learning difficulty or disability which calls for 'special educational provision' to be made for them and they have significantly greater difficulty in learning than the majority of others of the same age.'

Some children may take part in additional interventions, but these may not be a 'special educational provision' but be included as the normal differentiated curriculum offered by the school. If this is the case for your child, please be reassured that staff will still be required to ensure that lessons meet their needs and that effective 'personalised' provision is made for them. This is called 'Quality First Teaching' and is the most effective way for the vast majority of students to access their learning.

### Contact Information:

School office

[admin@chellastonjuniors.org](mailto:admin@chellastonjuniors.org)

[admin@chellastoninfants.org](mailto:admin@chellastoninfants.org)

Barbara Webster SENCO at the Infant School

[senco@chellastoni.derby.sch.uk](mailto:senco@chellastoni.derby.sch.uk)

Ceri Holmes SENCO at the Junior School

[senco@cjs.derby.sch.uk](mailto:senco@cjs.derby.sch.uk)

# Special Educational Needs

## Information for Parents/Carers



## **Special Educational Needs at Chellaston Infant and Junior School**

CIJS have signed up to the Derby Inclusion Charter and are committed to:

- Creating a positive, accessible, inclusive and supportive environment for all learners.
- Building good relationships so all children feel welcome, safe to learn and heard.
- Ensuring access to a broad and balanced curriculum for all children.
- Checking that all children are making good progress and identifying early when children need more help.
- Talking to each child about their progress and planning more help with learning when needed.
- Valuing and working together with parents, carers, families and professionals.

### **The Graduated response**

We use a graduated response to meet the SEN needs of children completing a cycle of plan, do and review at each stage as stated in the SEND code of practice 2014.

#### **Stage One: Monitoring**

If your child is not quite keeping up or is not quite making the progress expected then the first stage of support is 'Monitoring'. Children are monitored closely but are not yet identified as having SEN needs. Teachers will use different, quality first teaching styles, resources and plan different levels of work in the classroom, to cater for the various ways children learn. Your child might also receive small group teaching for a short period of time.

#### **Stage Two: SEN Support**

If your child has been on monitoring and continues to need additional support, then they will be added to the SEN list at SEN support. Many children at some time in their school life need extra help. We recognise that you, as your child's parent/carer, know the most about them and will involve you every step of the way. As a minimum, you will be invited into school three times a year, to review your child's progress and review their Pupil Profile with their class teacher. If we need to involve other professionals to support your child's needs, we will seek parental consent and inform you of any discussions or meetings arranged.

#### **Stage Three: EHCP (Education and health care plan)**

A small percentage of children whose needs are very complex and, despite support and interventions at stage one and two, are not making progress and falling significantly behind their peers, then a decision may be made to apply for an EHCP. This is a very detailed assessment of your child's needs. Following this, recommendations will be made by the Local Authority about the best provision for your child. EHCP's do not automatically come with additional funding, this can to be applied for separately by the school.

#### **Support for children with emotional needs**

We fully recognise that children's emotional needs can, at times, affect their learning. We work closely with these children, offering support to ensure they are able to access the curriculum and address some of the issues that the children are faced with.

#### **Who to talk to?**

Your child's class teacher is the first person to talk to. They know your child best. If you are still concerned, or feel that your concerns haven't been heard then please talk to the SENCO or a member of the Senior Leadership Team. All appointments can be made through the office.

#### **More Information**

More information on the support and provision we offer for children with special educational needs is available on our school website. Here you will also find links to the LA 'Local Offer'. If you would like to speak to a member of staff in more detail, then please arrange to see the SENCO, Barbara Webster at the infant school, and Ceri Holmes at the junior school, for an informal chat.