

Special Educational Needs

At Sandhurst Primary School we recognise that some children may need extra support with their learning or may have other difficulties. We monitor the needs and progress of all our pupils, so that those with particular needs may receive appropriate support. We have a whole school approach to special educational needs, and have adopted a staged response (Assess, Plan, Do, Review) as set out in the 2014 SEND Code of Practice.

The school's SENCo is responsible for co-ordinating the provision for children with special educational needs by supporting and advising those who deliver this provision and liaising with external agencies. We aim to involve parents at all stages in order to foster a partnership approach. Where a need is identified we are able to offer an extensive range of interventions to support individual needs. Please take a look at our Whole School Provision map which outlines the wide range of additional provision and interventions on offer at our school.

What could support look like?

The support could be within class, as part of a small group or 'one to one' help. For your child this action will be enough for them to overcome any difficulties and help them progress. Sometimes, additional advice from outside specialists is needed which could include advice from, specialist teachers, educational psychologists, speech and language therapists or physiotherapists. In this case we work alongside parents and professionals to carry out further assessments and form an individual personalised plan.

What is an Individual Personalised Plan?

This is essentially what your child's class teacher and the SENCO plan to do to help your child. It will include short term targets, extra support detail (i.e. how often the support will be given) and when the school will next look at the progress. These plans are reviewed throughout the year and then discussed at parents evening. Your child would also be discussed at regular pupil progress meetings throughout the year.

How do we identify children who need extra support?

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them. They may have;

- A significantly greater difficulty in learning than the majority of children the same age.
- A disability that prevents them from making full use of the educational facilities provided for children of same school age.

They may have difficulty in one or more of the following areas;

1. Communication and interaction
2. Sensory/Physical
3. Cognition and Learning
4. Behavioural, emotional and social.

If your child needs support in one of the above areas, the class teacher, together with the SENCO will decide the type and level of support, which may change throughout their time at school. We will always keep you informed and part of the process.