



FAQ

Frequently Asked Questions

Please get in touch for more information

What is SEND?

SEND stands for Special Educational Needs and Disabilities. Essentially it refers to school-age children who require additional teaching and support alongside the standard curriculum and schedule. It may be a need for a short time where a pupil is not making progress against their baseline or the gap is widening.

It is the legal term describing the needs of a child with a disability or learning difficulty that makes school more difficult for them than their classmates. As many as 20% of children may have an SEN at some point, with others experiencing SEN throughout their educational life. See our SEND Information Report for more information.

What is the SEND register?

It is a list of all children who either have Special Educational Needs or Disabilities, or need additional support outside of the normal differentiated curriculum at any given time. Most of whom will be supported by a pupil profile. This register helps us track learning and progress for these children.



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Why might my child be added to the SEND register?

We assess all pupil's skills and levels of attainment on a regular basis. If a pupil is making less than expected progress we need to consider why in order to effectively support pupils. We follow the Graduated Response (Assess, Plan, Do, Review) to monitor development and how pupils are best supported in achieving progression.

SEN support is a wide and variable sphere and takes into account many considerations. There may be instances where a child has not yet been added to the SEN register and is given a high-quality provision of support, but their progress remains unchanged, or even moves backwards. In these cases, the staff can make use of additional specialist assessment tools to try and help with specific learning gaps or areas for improvement or development. When this happens, a child will be the SEN register, so the evidence is collected to show if further SEN support is required.

Pupils who show significant progress and a noticeable response to the support, may later be removed from the SEN register, as long as the gaps in learning have been closed.



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When would the school contact me?

The school will contact you directly to discuss your child and their needs, especially if they are not making progress or keeping up with their classmates. Alternatively, if you feel that your child has an SEN and we have not contacted you, please do get in touch via the school office or speak to your class teacher in the first instance.

What does this mean for my child?

All children develop differently and will have different interests and abilities. Some children make progress more slowly than others and need a bit more support to fill in their knowledge gaps. Ultimately, working together we can positively support your child in feeling successful while making progress towards their learning goals and reducing barriers to learning. Identifying children's needs early allows teachers to respond and make reasonable adjustments to ensure all pupils can achieve.



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How can I support my child?

Speak to your child's class teacher. We can send resources home and show you how to use them to support your child. Be involved in forming your child's Provision Profile and setting targets which are realistic and ambitious but achievable. The school will send communication at the start of each term inviting you and your child to meet with the class teacher. We follow the Graduated Response of Assess, Plan , Do and Review to discuss children's emerging needs, put provision in place and monitor progress over the half term. We then send an informal review of progress ahead of the next meeting to inform the next cycle ensuring progress is continuous and provision is effective.

What is a Pupil Provision Profile?

A document written and reviewed at least termly that contains a small number of individual targets to help children develop their skills. The pupil provision profile is designed to help children progress towards age appropriate expectations. Parents and pupils are invited to work collaboratively with staff in developing pupil profiles and receive a copy each term. A child who has a pupil profile is on the SEND register in school.