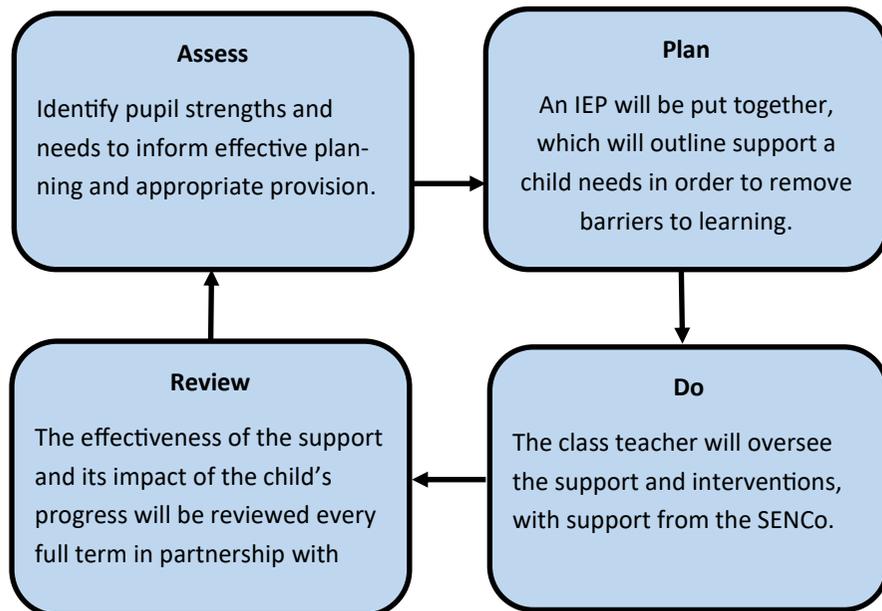


What is SEN support?

To support SEN children, we look at the individual child's barriers to learning and put the appropriate provision in place to remove those barriers. If your child is identified with a special need, they will be placed on our school's SEN support register. Before this happens, parents/carers will be invited to a meeting with the class teacher and SENCO where your child's areas of strengths, needs and proposed targets and support will be discussed.

At Earl Spencer, support is offered in a graduated approach, taking the form of a four-part cycle, assess – plan – do - review. If, following appropriate teacher assessment and support, a child do not make satisfactory progress the class teacher will make a referral to the SENCo, who may carry out assessments and observations and suggest next steps and additional ways in which the child can be supported.

Depending on your child's level of need, they might also encounter other people who will be there to support them. This might include external agencies, such as an educational psychologist, a speech and language therapist, an occupational therapist, a physiotherapist, or a pediatrician.



Earl Spencer Primary School's SEND team.



A guide to Special Educational Needs (SEN) and how we can help



Meet our Inclusion Lead — Mrs Sturgess



Mrs Sturgess is in school every day, you can make an appointment to see her by calling 01604 751130 or by email: esturgess@earlspencer.northant.sch.uk

What is SEND?

SEND stands for Special Educational Needs and Disabilities and describes learning difficulties or disabilities that mean your child will need more support than other children of their age.

When your child is at school, they might be placed onto the school's SEND register. This means the school has recognised that your child might have some barriers to their learning and these need to be addressed as soon as possible in order to give your child every chance to make progress.

Children and young people can go on and off the SEND register based on their current needs and progress.

What are the different types of need?

- Communication and Interaction
- Physical/medical
- Visual or auditory impairment
- Social, Emotional & mental health
- Learning and Cognition

How will the school support my child with SEND?

As a school, we assess all children to identify their strengths and needs and how they can be best supported. All children learn and develop in different ways and their needs may change over time. Teachers recognise this and Quality First Teaching, which includes using different teaching styles, resources and planning to cater for the various ways children learn (**WAVE 2**). School staff are also provided with training, which will support them to identify and support children with SEND.

- **Many children** (WAVE 2) may receive support help in class through work, which matches the way they learn and/or short term interventions.
- **Some children** (WAVE 3) will have extra help, on a longer-term basis, from members of school staff in order to accelerate progress and ensure they achieve the targets set. They will be placed on the school SEND register and targets will be set, monitored and reviewed as part of our assess—plan—do—review cycle.
- **A very small number of children** (WAVE 4) will have long term and complex needs and will require and EHC plan, which is legally binding document that identifies a child or young person's educational, health and care needs. It sets out the additional support, which the local authority must put in place to meet those needs.

Schools often use the 'wave' system (Graduated Response) to determine the type of support best suited to each child:

