



# **A Parent's Guide to Special Educational Needs at Asterdale Primary School 2016-2017**

## **Special Educational Needs**

Some children find it much harder to learn than other children of the same age and may need extra help in school. These children are said to have special educational needs. About 1 in 5 children will need extra help at school at some time in their education. Some children have extra help all the time they are at school, while other children need help for a short time.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

These difficulties cause barriers to the child's learning. The school will assess your child to identify their strengths, needs and the extra help they require.

The government has produced guidance to enable staff in early education settings and schools to provide the best possible help for children with Special Educational Needs. This guidance is known as "The Special Educational Needs Code of Practice for 0-25 years."

When a teacher thinks a child may have special educational needs they will look at how they can adapt their teaching and the work they ask the child to do. This is called differentiation.

If they think your child needs something additional to other children in class or something different, they will talk to the school's special educational needs coordinator (SENCO).

The SENCO may suggest other things the class teacher can do. They may decide your child needs additional support.

## **What is offered to your child?**

Asterdale Primary School offers the following according to your child's special educational needs:

- Quality first teaching
- A curriculum to match needs
- Individual 1-1 tuition by a teaching assistant for very specific needs
- Placement in small target groups with students with similar needs for one or two lessons per week, using specially prepared learning materials



- Short term interventions to target improved reading & spelling
- Individuals and groups supported in class
- Targeted interventions organised by curriculum areas often led by Teaching Assistants
- Use of appropriate ICT equipment and programmes
- Adapted teaching styles and materials
- Access to appropriate resources for learning
- Support from a Teaching Assistant in order to ensure health and safety where appropriate
- Social skills programmes
- 1:1 mentoring sessions
- Learning Mentor group/individual support

### **Outcomes for Pupils**

The extra help the school offers will enable the child to:

- Reach their full potential
- Achieve their personal best
- Make progress
- Feel valued and included
- Enjoy school

### **The School SEND Policy**

**At Asterdale Primary School we aim to:**

- Make sure that all pupils have access to a broad and balanced curriculum.
- Make sure we identify all pupils requiring SEND provision as early as possible in their school career.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Make sure that children with special educational needs are able to take part in all the activities of the school including those that take place out of hours.
- Make sure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- Make sure that parents of SEND pupils are kept fully informed of their child's progress and attainment..

The school SEND policy is reviewed annually. You can get a copy of the school SEND Policy from the school website: [www.asterdale.derby.sch.uk](http://www.asterdale.derby.sch.uk)



## **Working in partnerships with parents**

We believe that a close working relationship with parents is vital in order to ensure :

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through annual reports, parent's evenings and provision reviews. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the Local Authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **For further information contact:**

Jenny McCormick (SENCO)

### **Other sources of information and help:**

#### **Derby City Council – The Local Offer for Special Needs and Disabilities**

[https://sip.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/5\\_The\\_Local\\_Offer.pdf](https://sip.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/5_The_Local_Offer.pdf)

#### **Publications:**

SEND: guide for parents and carers - Publications - GOV.UK

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

#### **Special Educational Needs Code of Practice**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>