

The information provided within this booklet is for your guidance only. We aim to treat each child as an individual and will meet their needs as appropriate.

The class teacher, Headteacher, SENCo and SEN designated governor are available to meet with you should you require any further support or information.

**Karen Chambers - SEN Co-ordinator 2014**



# William Fletcher Primary School

## Parent Information Booklet

### **William Fletcher Primary School**

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## What is a Special Educational Need?

A child has special educational needs if they have greater difficulty in learning than most of the children their age, and they need extra help to meet curriculum targets.

There are different types of special needs. They may be temporary or long term. They include learning difficulties, specific learning difficulties (such as dyslexia), emotional or behaviour difficulties, hearing, visual or language impairment, physical or medical difficulties.

If you are concerned that your child may have special educational needs, you should first talk to your child's class teacher.

## What will school do?

We will do our best at William Fletcher School to help your child to enjoy learning and to make progress. We appreciate that this is more difficult for some children than others. Not every child will reach national standards, but we will still value their contribution to school life and celebrate their successes.

We will try to deal with all difficulties sensitively and in a supportive manner. We want your child to feel as happy and confident in school as possible. Staff work in close liaison with a wide range of other professionals, including the Educational Psychologist and those from health and social services. Our Special Educational Needs Coordinator (or SENCo), Karen Chambers is available to meet with parents or carers who would like advice regarding any aspect of special needs. Please contact the office to make an appointment.

All children will have access to a broad and varied curriculum. We will adapt your child's work, as appropriate, to enable them to succeed. Sometimes children work in small groups with teaching assistants, under the direction of the class teacher or they may be given individual help. Support is given across the whole curriculum as needed, including speech and language support, behaviour management and physiotherapy.

The school follows national and local authority (LA) guidelines regarding the different levels of support that may be given. These stages are explained in this booklet. Please see our SENCo should you require any further information.

The law states that all children, whatever their needs, should have the opportunity to be taught in their local mainstream school, with appropriate resources. William Fletcher School caters for children with a wide range of special needs and we believe this is an important part of the school's philosophy in creating a caring, understanding and tolerant community for all its pupils.

Children will not necessarily move through all the different stages of support, and they can move between stages in either direction. Some special needs are short term and resolved completely without the need for further support.

All children's progress is regularly monitored and assessed in school. We hope to identify special needs as early as possible so that we can take immediate action. Class teachers will share any concerns they have regarding your child's learning with you. We hope that you will do the same.

## Stages of Special Educational Needs (SEN) Support

### 1. Initial Action (Initial concern)

If parents and the class teacher share any concerns regarding a child's progress, the child's name may be added to the SEN register at Initial Action, to ensure close monitoring. The teacher will then set a few relevant targets, which will be shared and agreed with you and your child. The teacher will usually give support as part of the everyday class routine. Parents and carers will be encouraged to give support at home if appropriate.

### 2. Special Educational Needs (School Support)

Usually after two terms, if your child is not making progress towards their targets, or if their attainment is considerably below expectations, we would increase support. This involves a more detailed assessment of your child's needs at which point, our SENCo would work with the class teacher, you and your child to decide what sort of special help would be most useful. The SENCo also takes over responsibility for ensuring your child receives the appropriate support, monitoring progress and giving pastoral support. We may consult other professionals. School will always request your consent before contacting other agencies such as the Speech and Language Therapist, Behaviour Outreach Support Teacher or Educational Psychologist.

Teachers plan for and monitor extra support for children. This is provided in either small groups or on an individual basis. The support would normally be on a daily basis, working either with the class teacher or a teaching assistant.

A Pupil Profile will be kept, until extra support is no longer needed. The profile outlines the child's strengths, areas of need and strategies/interventions used to support the child. Targets will be written down in this plan, drawn up by staff and shared with you. These targets will be reviewed continuously and updated three times a year by the class teacher, child and parents. Teachers will do this either at parent's evenings or invite you to meet with them at a different time.

Every effort is made to involve parents and their children fully in the review process. As much notice as possible is given for the timings of the review meetings, which are held during working hours. We appreciate that parents are sometimes quite daunted by such meetings and you are welcome to bring along someone else for support.

### 3. Education, Health and Care Plan (EHCP).

When children have long term, complex and severe needs, school may request that they, with the support of the local authority, develop an Education, Health and Care Plan. The EHCP will place emphasis on personal goals and will clearly describe the support your child will receive across different services, including at school, to achieve these ambitions.

School support will usually be daily, with regular support from outside agencies. EHCPs are subject to formal annual reviews involving all agencies. The school will continue to meet with you at least three times a year to review your child's progress.