

What do I do if I have a concern?

Talk to your child's class teacher, or make an appointment to talk to Mrs Pearce (SENDCo). We will listen to your concerns, review current support and continue to monitor your child progress and happiness.

We believe that by working in partnership, we can achieve the best outcomes for your child.



We will only discuss your child's needs and progress with immediate family or carers. We will not give information about any support your child is receiving to anyone else.

Which outside agencies might be involved?

Depending on individual cases, we might seek help and advice from the following agencies:

- ⇒ Speech and Language Therapy
- ⇒ School Nursing team
- ⇒ CAMHS—Child and Adult Mental Health Service
- ⇒ Occupational and Physiotherapy
- ⇒ Specialist Teacher Advisors (for hearing impairment, visual impairment, physical disabilities)
- ⇒ EMTAS –Ethnic Minority and Traveller Achievement Service
- ⇒ Primary Behaviour Service
- ⇒ Educational Psychology

Where can I find further information?

Please go to our website and see our SEND page for lots of useful information such as our SEND Policy and Information Report with useful links to further advice and support in our area in the Hampshire Local Offer.

We are happy to help, and if you have any questions, please contact your child's Class Teachers or our SENCO via the School Office.



**Nursling C of E
Primary School**

**Special Educational
Needs and Disabilities
Provision**

Love . Hope . Courage



My child has been identified as having SEND, what does that mean? What is SEN Support?

SEND stands for Special Educational Needs and Disabilities.

Learning needs can be split into 4 different areas – Cognition and Learning;; Communication and Interaction; Social, Emotional and Mental Health; Physical and Sensory. If your child is experiencing a difficulty in one or more of these areas, we will work with you to identify any underlying issues causing the difficulties (which may mean running diagnostic assessments in school, or contacting outside agencies for further support).

Children identified as having a SEN or disability are recorded on our school SEND Register as 'SEN Support' Once we have a clear understanding of the nature of the difficulty, we can implement a Support Plan, setting targets on a Support Plan which will be shared and agreed with you regularly throughout the year.

What support will my child get?



Initially, we will look at the High Quality Inclusive Teaching (HQIT) that takes place in the classroom during lessons, and see what extra provision can be put in place to help your child access the learning.

If there is a need to provide extra support to HQIT it will be in the form of an intervention group which will take place outside of the classroom in the afternoons. The impact of these groups is regularly reviewed, new targets set if needed and provision adjusted to meet the needs of your child.

When the targets are reviewed (usually September, January and April) you will be invited into school to meet with the SENDCo and class teacher to review progress and discuss the new targets.

This forms the Plan, Do, Review cycle which is followed in every school.



What is an EHCP?

EHCP stands for Education, Health and Care Plan and it is a way of securing funding which will support your child with their learning until they are 25. These are provided for a child with significant difficulties when SEN Support is not enough for the child to get the support then need.

There is a clear set of targets for your child to work on and the funding is then available for the support to be put in place to meet those targets.



Will my child get 1:1 support?

Our ethos at Nursling is that it is detrimental to a child to have an adult glued to their side for the duration of the school day – it hinders their social skills and independence.

If there is an EHCP in place, we will provide access to adult support in order to access curriculum, provide support needed to ensure targets are met and progress is made, but this support is in the form of access to an adult when needed but a chance to be independent in each lesson as well. It may involve brief spells of 1:1 time, group support, specific interventions or programmes not part of every day lessons (e.g. Speech and Language support).