

At Lydiard Millicent Primary, we work closely with a wide range of agencies in order to provide assessments and support for your child.

We can make referrals to many external agencies, including:

- Educational Psychologists
- Speech and Language Therapists
- Advisory teachers form the Special Educational Needs Support Service (SENSS)
- Occupational Therapists
- Child and Adolescent Mental Health Service (CAMHS)
- Behaviour Support

The SENCO will call upon these services as and when needed throughout the child's time at school.

The SENCO will also arrange a transition programme so that there are smooth movements between classes, phases and schools.

Funding

The school will provide all the services a child needs during their time at school. If parents want additional assessments they can arrange these privately and pay for these themselves.

More information

This is just a short leaflet to introduce you to SEND at Lydiard. Please contact Mrs Mann or look on the school website, if you have any further questions. We are here to help!



Lydiard Millicent CE Primary School

SEND

(SPECIAL EDUCATIONAL NEEDS AND DISABILITY)

BOOKLET

All you need to know
about SEND at our
school

Mrs Mann is the school SENCO
(Special Educational Needs Co-ordinator)

Children learn and progress at different speeds and in a variety of ways. There is likely to be a wide range of ability within your child's class at school. Some children are born with additional needs and some have a disability or medical needs. This means that it is quite normal within a class for pupils to need extra help or support. The class teacher is prepared for this and will help all they can so that your child is able to achieve their very best.

Children have special educational needs if they have a **learning difficulty or disability** which calls for **special educational** provision that is provision different from or in addition to that normally available to pupils of the same age.

What is a learning difficulty?

Children who have a learning difficulty may find it harder to learn than the majority of children of the same age, or they may have a disability which prevents or hinders them from taking full advantage of the education provided for other children. Rates of progress may be significantly slower than that of their peers.

What might my child's learning difficulty cause difficulties with?

- Reading, writing or number work
- Your child's ability to express themselves or understand information
- Making friends or relating to adults
- Behaviour in school
- Personal organisation
- Tasks or activities which depend on sensory or physical skills

The SEND Code of practice is the guidance that schools must follow to identify, assess and make provision for children who have any special educational needs. There are 4 main areas of special need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Some children have needs in more than one area.

What is special educational provision?

Special educational provision is the extra help or support that is given to children with SEND. It can take different forms. It may be additional help provided in the class such as different work or help by the teacher or teaching assistant. It may mean work in a small group inside or outside of the classroom or it could be attending a special class or group at another school or support centre.

How can I find out more about SEND?

More information can be found on our school website which has links to our SEN Information Report and SEN policy.

We also have a link to the Wiltshire Local Offer which is a great information resource on SEND services available. Here are the links for the Local Offer and our School website.

www.wiltshirelocaloffer.org.uk and www.lydiardmillicentceps.org

Support for children with SEND

Teachers and TAs are trained to teach and support children with SEND. Teachers will meet with you and your child to set a plan, often called an Individual Education Plan (IEP) or a My Target sheet. Support will be put in place and then we will meet with you on a 6 to 8 week basis (termly) to discuss progress made towards pupil targets. Often called a Review or a Progress Meeting.