

SEN Jargon Busting!

SEND - Special Educational Needs and Disabilities

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

SENDCO - Special Educational Needs and Disabilities Co-ordinator

A teacher nominated by the school that takes overall responsibility for the provision of SEND in that school. The role of the SENDCo includes liaising with staff, parents and external agencies; advising teaching staff; allocating special needs assistants; monitoring SEND provision and interventions in school; completing SEND administrative paper work; and carrying out informal assessments on children.

EP - Educational Psychologist

An Educational Psychologist can offer help and guidance for children with physical, emotional, behavioural or learning difficulties. They can offer advice to the school and to parents. When necessary, they may also carry out different assessments.

SAP - Support and Achievement Plan

Children who require extra support will also require an SAP. This will be individually tailored to the child's specific barriers, contain specific targets and will be reviewed regularly within school and with parents/carers.

IBMP - Individual Behaviour Management Plan

Some children with SEMH difficulties may need to follow a different version of our school behaviour code. This will be individually tailored to the child's specific difficulties and is reviewed regularly.

EHCP - Education, Health and Care Needs Plan

A child with educational needs, formally assessed by the Local Education Authority, may be issued with an Education, Health and Care Plan. This is a legal document allocating extra provision to support the child. The amount of additional support varies from child to child and their area of need. These plans are only issued after intensive assessments by a range of outside agencies.



Educating the whole child

Please ask ...

Anton's core values are kindness and respect, innovation and love of learning, aspiration, resilience, independence and pride. These are at the heart of all we do. We believe in educating the whole child, encouraging all of our pupils to make a positive contribution to both the school and our local community.

We have an open door policy and proactive approach to dealing with any concerns or issues that the children face. This is to ensure that our school has a happy, safe and caring environment for all. We work as hard as we can to support your child in many ways throughout their time with us. We strive to maintain good communication between school, parents/carers and the children as much as possible. If you ever want to discuss your child's needs or educational provision, please do contact us.

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You can also find additional advice and information from the following websites:

<https://www.antonjuniorschool.com/>

www.hantslocaloffer.info

www.parentvoice.info

www3.hants.gov.uk/support4send



**Supporting
Special Educational
Needs at
Anton Junior School**



Anton Junior School
Educating the Whole Child

SEN Provision

'Special educational provision goes beyond normal differentiated and personalised teaching and learning approaches, it is individual provision that is additional to or different from that made for other children of the same age.'

Special Educational Needs and Disability Code of Practice (July 2015)



IDENTIFICATION

A child may arrive from the previous phase already identified as having special needs. Liaison takes place between the pre-school, infant and junior schools so that transfer can be as smooth as possible for these children.

Throughout the school, formal and informal assessments take place. These assessments may help to identify a child who:

- is significantly behind their peers who have started from the same baseline
- has barriers which hinder their previous rate of progress
- has barriers to close the attainment gap between the child and their peers
- highlight specific areas of need or barriers towards learning.

We may feel that a child requires a bit of extra support to ensure that they don't fall behind. Parents are always informed if we are providing additional support for their children. Early intervention is key to supporting children with additional needs.

ASSESSMENT

Once a concern has been raised (by the child, a parent, class teacher or the SENDCo) the school may assess your child further to allow clearer identification of the nature of the barriers and therefore find the best way of ensuring appropriate provision.

Assessments used include - Dyslexia Early Screening Test (DEST), Reading Assessment (Salford), Spelling Assessment (Vernon), Speech and Language screening.

SUPPORT

All children who have special educational needs have their progress carefully recorded and have specific targets set. These targets are recorded in a Support and Achievement Plan (SAP). They are regularly monitored and reviewed. New targets are set according to the child's progress and needs. The child's progress and targets can be discussed with class teachers or the SENDCo at any time. Progress against these targets is also discussed with parents/ carers.

INTERVENTION

We aim to meet the needs of our children primarily through high quality teaching and the use of tailored task designs and scaffolding. It may be necessary to offer further interventions to support your child's learning. These may include: emotional literacy support with an assistant (ELSA); fine or gross motor skills; speech and language activities; specific reading, writing, phonics or maths key skills teaching.

OUTSIDE AGENCIES

We may recognise that your child requires specific expertise in order to meet their needs. When appropriate, we liaise with external agencies. All of these agencies work closely with both school and parents.

External agencies accessed by school include:

- Educational Psychologists (HEPS)
- Speech and Language Therapy (SALT)
- Occupational Therapy and Physiotherapy (OT)
- Primary Behaviour Service (PBS)
- Specialist teacher service for visual, hearing and physical impairment
- Child and Adolescent Mental Health Service (CAMHS)
- Ethnic Minority and Traveller Achievement Services (EMTAS)



Categories of Need

There are four broad categories of SEND. Some children may have needs in one particular area, others may have needs that overlap.

Cognition and Learning Needs (C&L)

Support may be required when children find learning difficult, even with appropriate differentiation. Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, ASD and dyspraxia.

Communication and Interaction Needs (C&I)

Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or that they may not understand or use social rules of communication.



Social, Emotional and Mental Health Difficulties (SEMH)

Children may experience a wide range of social and emotional difficulties which may have an impact on their learning. This could include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. Other children may have diagnosed disorders such as attention deficit disorder, attention deficit hyperactive disorder or an attachment disorder.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and equipment to access their learning.