



Where to go for more information

Contact the school

If you have any questions about the support your child is receiving, or about SEN more generally, please speak to your child's class teacher or our SENDCo, Ruth Alphey.

See our website

The school's SEN policy and information report set out more detailed information about the support available for children with SEN and disabilities.

You can access this information on our website.

External links

The government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this leaflet:

- SEND Code of Practice: 0 to 25 years, GOV.UK – DfE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- SEND: a guide for parents and carers, GOV.UK – DfE <https://www.gov.uk/children-with-special-educational-needs>

DIAS is an impartial information and advice service that helps parents and professionals to support children with SEN and disabilities. Their contact details can be found on <https://devonias.org.uk/>

Glossary of terms

- EHC plan** - education, health and care plan
- SEN** - special educational needs
- SENDCo** - SEN co-ordinator
- SEND** - SEN and disability

SEN support

Helpful information for
parents about
SEN Support at
Rackenfurd C of E
Primary School
Autumn 2022

What is SEN?

Some children find learning more challenging than others and may need extra support to achieve their full potential.

For example, they might have difficulty with:

- Expressing themselves
- Interacting with others
- Reading, writing and maths
- Following and concentrating in lessons
- Controlling their emotions
- Sensory or physical mobility

These difficulties can be barriers to learning. Schools assess **all** children to identify their strengths and needs and how they can best be supported, considering whether the identified needs fit the definition of having an SEN (See SEN Code of Practice).

Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support
- An EHC plan (Statutory Assessment made by Devon County Council).

What is SEN support?

SEN support describes the additional help that assists children to access the curriculum.

This might include:

- Extra help in the classroom from the teacher and/or additional adults.
- Access to different resources.
- Small group or one-to-one learning interventions
- Assessment and support from specialists such as speech and language therapists

For more information about our graduated response, see <https://www.devon.gov.uk/support-schools-settings/send/devon-graduated-response/>

What are EHC plans?

If your child has more complex needs, he or she might be assessed for an EHC plan. The purpose of an EHC Plan is to draw together all aspects of a child's needs into one clear legal document. Further information about these can be found at <https://www.devon.gov.uk/support-schools-settings/send/devons-ehc-hub/>

FAQs

How will the school decide what type of support my child receives?

Every child's needs are different, and may change over time.

The school will use information gathered from any professionals, alongside guidance through the Graduated Response toolkit from Devon to identify which support suits him/her best.

The school will regularly review the support your child receives to see what is working and what isn't. New profiles will be written and shared with parents at least twice a year.

How do I know if my child needs SEN support?

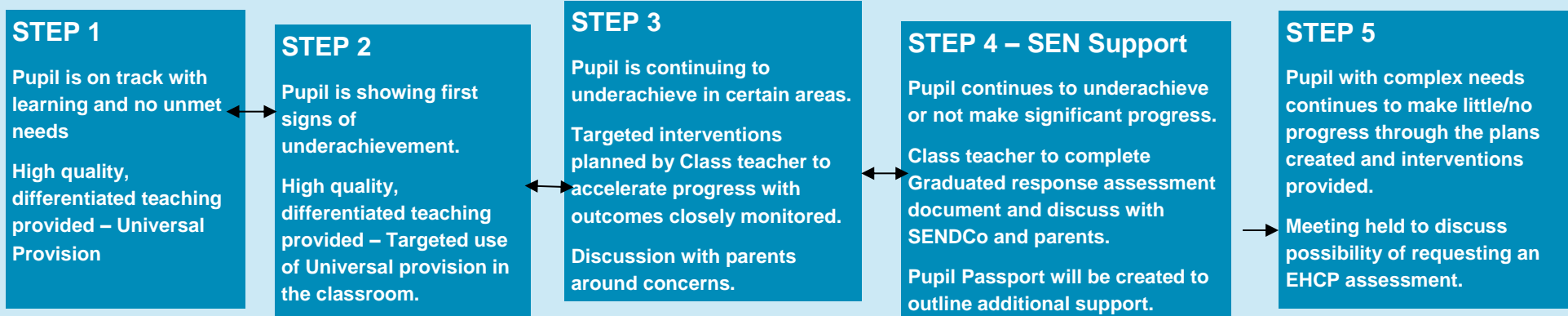
If your child is not making expected progress for his/her year group, he/she may need SEN support.

The school will discuss your child's needs with you before placing your child on SEN support (see step 3 below).

What if I think my child needs further support?

Please speak to your child's class teacher initially to discuss your concerns.

Staff at Rackenford C of E Primary use the following Graduated response when identifying and supporting SEN, using an 'Assess, Plan, Do, Review' approach:



Pupils can move up and down the stages from stage 1-4, dependent on their area of need and the progress being made.