

Parent Guide to Special Educational Needs and Disabilities at Hawley Primary School



A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

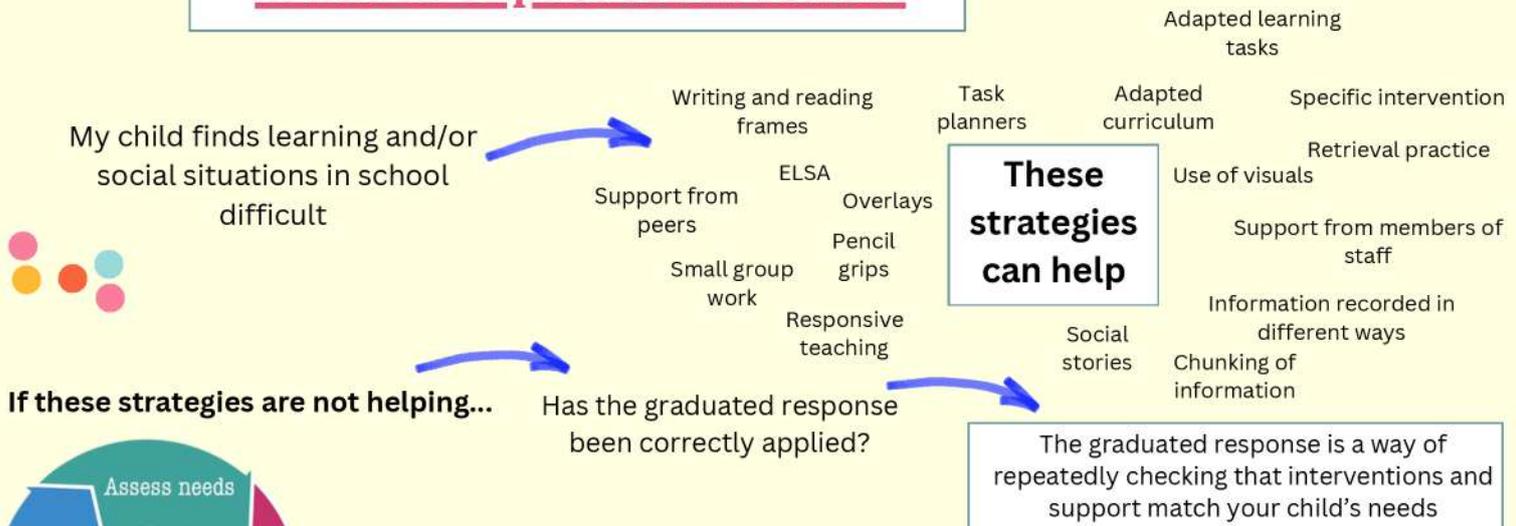
- This may mean they:
- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents them from making use of resources which are generally provided to children of the same age in mainstream schools.

Special educational provision

Special educational provision is provision that is additional to or different from that made generally for other children of the same age in mainstream schools.

In Class Support	SEN Support	Teacher's Role
Sometimes your child may need extra help in class, but this does not necessarily mean they have SEND.	The majority of children identified as having SEND can be supported at SEN Support level. This means they do not require an Education, Health and Care Plan (EHCP)	Class teachers will regularly check on children's progress and identify any barriers they may have. Teachers adapt their teaching to meet individual needs if your child is not making expected progress.

What to expect from school



What the graduated response could look like?

1. School **assesses** your child and identifies a need
2. School **plans** an intervention to address the need
3. School **delivers** intervention
4. School **reviews** the progress made by your child and the need for more or different support/intervention

If your child has fully engaged in repeated cycles of intervention and support but not made progress from their starting point, more specific assessment may be required to establish the nature and level of need.

Social, Emotional and Mental Health	Sensory and Physical	Communication and Interaction	Cognition and Learning
Mindfulness The Boxall Profile My Happy Mind Zones of Regulation Play Therapy Restorative approaches Wellbeing support GP referral to CAMHS	Sensory equipment/spaces Support from outreach services such as hearing or visual impairment Referrals to physio and Occupational Therapy Assistive Technology	Phonological Awareness Vocabulary games Repeat instructions Teaching listening skills Visual timetables Social stories Pre-teaching Colourful semantics	Differentiation in class Support from adults Multi-sensory teaching strategies Phonics Working memory Motor skills Adjustments to classroom equipment Use of IT

Schools do not 'fit' a child into a category, but rather provide support based on their level of need. The majority of children identified as having SEND can be supported at SEN support level.