

# A PARENT FRIENDLY GUIDE TO SPECIAL EDUCATIONAL NEEDS



**The Rivers**  
C.of E. Academy Trust

# Table of Contents

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- 02 Introduction
- 03 What are Special Educational Needs?  
Assess, Plan, Do and Review
- 05 What is an individual Provision map?  
How will I be involved?
- 06 What can I do if I need additional support and  
information?

# INTRODUCTION

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Many children may be described as having Special Educational Needs and/or disabilities (SEND) at some stage of their school life – perhaps 20% of the school population at any one time. This booklet has been designed to help you to understand how we support students with SEND in our school, who you should speak to if you have concerns about your child, and how we identify their needs and monitor their progress. It will also provide a friendly description of our SEND policy and will provide information about other sources of information and support.

Northwick Manor Primary values the abilities and achievements of all its students, and is committed to providing, for each student, the best possible environment for learning. We aim to support all learners and to provide well resourced, appropriate and effective provision which is personalised to meet the needs of individual students.

We recognise that many students will have additional needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working together.

Northwick Manor Primary follows the guidance for the identification and assessment of SEND set out in the Code of Practice. As well as providing support for children from within the school, we are also able to involve outside professionals as and when necessary. If you are concerned about your child's progress you should talk to his or her class teacher first.

Mrs Harrison is responsible for Access and Inclusion (Special Educational Needs co-ordinator - SENDCO)

# WHAT ARE SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

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A student may be described as having special (or additional) educational needs if they have a learning difficulty or a disability that requires support that is different from or additional to that provided for other children of the same age at NMPS. This could include difficulties with Communication and Interaction, general Learning or Specific Learning Difficulties, Behaviour, emotional and social development, Sensory and/or physical Hearing Impairment, being Visually Impaired, Physically Impaired or other have other medical issues.

The Code of Practice expects that schools will use a graduated approach to providing specific help for individual students.

## ASSESS- PLAN- DO- REVIEW

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### Assess needs

We monitor and review the progress of all children through rigorous assessment tracking. This provides a baseline to set specific measurable Provision map targets against

## Plan

Where we are concerned about progress and following discussion at Pupil Progress Meetings, we identify specific targets and plan with parents the levels of support or resources needed to achieve these. This is shown on our individual provision maps which outline the needs of the child and the support they will receive.

## Do

All additional support given is co-ordinated by the Assistant Head - Access and Inclusion who works closely with teachers and TAs to ensure it has impact.

## Review

We continually review targets, levels of support and impact of interventions for children with SEND. After measuring progress made next steps for learning are identified as future targets.

If a child continues to make little or no progress, or is not responding to the additional support identified in their Provision maps, outside agency involvement may be requested. External professionals may be asked to provide additional support or carry out assessments. An Education, Health and Care Plan (EHCP) might be required for a very small number of children whose additional needs cannot be met to support longer term learning. If that is felt to be the case then working together we will ask Worcestershire Local Authority to consider whether a Statutory Assessment is necessary. This can lead to an EHCP being issued which is a legal document describing a student's needs and the funding for support which will be provided to meet those needs.

# WHAT IS AN INDIVIDUAL PROVISION MAP?

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All students with SEND who are receiving support through the Staged response have an Individual Provision Map (IPM). The IPM is an action plan that should have details of:

- The student's difficulties
- Short-term targets for them to achieve
- Who will work with the child and how often
- What materials or resources might be needed
- How success will be measured
- When the targets will be reviewed

The IPM should be monitored and its success evaluated at least three times a year. You will be consulted about the IPM and will be given a copy.

## HOW WILL I BE INVOLVED?

NMPS firmly believes in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential. The school recognises that parents have an important overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents of SEND students as valued partners in the process. Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision making processes affecting them.

# WHAT CAN I DO IF I FEEL I NEED ADDITIONAL SUPPORT AND INFORMATION?

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There is support available for families of children with Special Educational Needs and/or disabilities. It's easy to struggle on your own and forget that you may need some support, perhaps someone to talk to, to help you fill in forms or understand paperwork, or to accompany you to a meeting. SENDIASS provides a confidential information, advice and support service to parents of students with special and additional educational needs. SENDIASS can be contacted on **01905 768153** or by email to [SENDIASS@worcestershire.gov.uk](mailto:SENDIASS@worcestershire.gov.uk).

## **Professionals from Outside agencies currently supporting our school**

Sarah Smith - Speech and Language Therapist

Gemma Westwood- Educational Psychologist

Mary Jenkins- Learning Support Team

Mel Boxall – Teacher for visually impaired

School Health Nurse -TBA

Kimberley Turnbull – Complex communication/autism team

Angela Broadbent – PD Outreach team



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[www.northwickmanorprimary.co.uk](http://www.northwickmanorprimary.co.uk)



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