



The purpose of this leaflet is to help you understand how provision is made in school for children with special educational needs & disabilities (SEND).

How can school help my child?

Every child is individual and all children develop and learn at different rates. This means that different teaching styles will be used in the classroom to support individual children with their learning.

All schools provide a cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of children.

Most children will benefit from these different approaches and will make appropriate progress, whilst other children may require additional support.

What if my child requires more support?

If you or the school are concerned that your child is not making adequate progress it is possible that they may have special educational needs (SEN). The Special Educational Needs & Disability (SEND) Code of Practice sets out a graduated approach that recognises that children learn in different ways and can have different needs and levels of special educational need.

At Watercliffe Meadow we:

- Follow the guidance in the SEND Code of Practice.
- Have a written SEND policy and report annually on the SEND policy to governors.
- Inform parents and carers if your child has special educational needs and of the special provision being made.
- Have a member of staff appointed as the Special Educational Needs Co-ordinator (SENCo).

How does the SENCo help my child?

The SENDCo will:

- Help to decide if your child has special educational needs.
- Take the lead in further assessment of your child's particular strengths and weaknesses.
- Help plan future support for your child called SEND Support.
- Ensure that appropriate records are kept of their progress.
- Ensure that the appropriate school staff talk to you and other professions involved with your child.
- Advise and support other members of staff in the school.

The Different Stages of SEND

What is SEND Support?

The school must tell you when they think that your child has special educational needs. Your child's teacher or the SENCo will collect information about your child, which may include additional information from you and other people who work with your child. They will discuss with you what extra or different help is needed. This is called SEND Support.

There may be a need at this stage to refer to outside agencies such as Speech and Language, Autism Team or Educational Psychologist, but this will always be discussed with you first.

Parents can also refer to Sheffield's local offer website:

**www.sheffielddirectory.org.uk/localoffer
to see what other advice is available.**

Your child's progress will be reviewed three times a year. If your child is on an 'Assess, Plan, Do, Review (APDR)' this will take place during parents' evenings. If your child is on a Support Plan you will be invited to a SEND meeting in school.

SEND Support will continue until it is no longer needed or it is decided that your child needs to be monitored via an Extended Support Plan due to the need for more specific high need support.

What is an Extended Support Plan?

An Extended Support Plan is issued and maintained by the setting (school, nursery or college). The Extended Support Plan covers the four key areas of preparation for adulthood (education / employment, independence skills, help, care / family / community / friendships). The Extended Support Plan is reviewed with parents at least three times a year. If your child makes less than expected progress even though the setting has been providing specific, high needs support then a request to assess for an Educational Health Care Plan (EHCP) may be considered.

