

St Hilary

School



SEN Parent

Information Handbook

# Introduction



We consider all children to have individual needs, however some children may be more able or may need some extra support and intervention to enable them to achieve their full potential, in order that they thrive.

As part of our caring and nurturing ethos, our aim at St Hilary is to identify and meet any individual needs early. Then we will work together with parents, and if needed any outside agencies, to write individualised Provision Maps. This enables us to target support and interventions effectively so we can all work together to focus on specific learning targets.

We integrate and include all children with SEN, whilst ensuring any other needs are met through small group work or 1:1 support throughout the school day.

If a parent ever has any questions or concerns about their children's progress then they should discuss this with their child's class teacher. Our SENDCo (Special Educational Needs & Disability Co-ordinator) - Michelle Brant (michellebrant@st-hilary.cornwall.uk) is also always available if you wish to discuss any concerns further.



Please see the SEN Policy on the school website for more detailed information about the way SEN is co-ordinated within the school as well as a full list of outside agencies the school works with. Our Local Offer also outlines the provision that all children can expect if they attend St Hilary School.

## Letter Recognition

- Draw the letters of the alphabet and names in the sand.
- Have plastic letters on the fridge door.
- Write funny messages to each other.
- Spot letters on number plates.
- Write the names of the family-spot the letters.

## Memory Skills

- **Kim's Game** (remembering objects on a tray).
- Card matching/pairs.
- **My Grandma went shopping and she bought.....**
- Remembering shopping lists etc.
- Bingo etc.

- Do lots of nice things together and talk about them.
- Make a scrap book about things that your son/daughter likes (draw pictures, cut pictures out of magazines etc). Write a few words about each picture.
- Write a holiday diary with them-including pictures and a few words about each day.

**Make it fun, fun, fun, FUN !!!!**





## Fun things to do to help reading and writing

- Words And Meaning**
- Look out for signs, symbols, words and sentences as you travel around in the car. Get your son/daughter to point them out and read them if known.
  - Look at books and talk about the pictures. You start the story and ask them to guess what happens next.
  - Share and read lots of fun books, stories, factual picture books and comics.
  - Use puppets to tell stories.
  - Make cakes together, read the recipe together.
  - Look at news papers ,TV listings together to see what is on telly.
  - 
  - Read familiar stories and get them to fill in words

- Phonological skills**
- Sing nursery rhymes and funny songs to younger children.
  - Make up funny sentences using rhymes and words beginning with the same letter.
  - Take it in turns to think about things beginning with all the letters of the alphabet.
  - Clap to songs counting the beats in words.
  - Stamp out the beat in the words.

## ROUTINE TESTS AND ASSESSMENTS

SATs (Key Stage 1)	Year 2	May / June
SATs (Key Stage 2)	Year 6	May / June
Letters & Sounds assessments	Reception	Termly
Phonic Screening	Year 1	June
Maths, Reading	Year 1 - 6	Termly
Big Write assessments	Year 1 - 6	Half termly
Sight Vocabulary	Year 1 - 6	Ongoing
Phonic Knowledge	Year 1 - 6	Ongoing
Literacy/Dyslexia Screening	Years 1, 3 & 6	Or when requested by Teacher/Parent

.....  
 Assessment of attainment against key objectives of the National Curriculum 2014 using school tracking system: I-Track

**Year 1 - 6** - Ongoing - updated half termly

**Reception** - Ongoing assessment against Early Learning Goals using I-Track



## Special Educational Needs

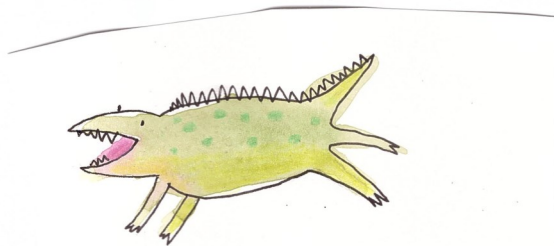
Each term Pupil Progress meetings are held with each class teacher and a member of the Senior Leadership Team. As part of this meeting they will discuss those children who are experiencing difficulties with an aspect of their learning. It may be that the school team decide to place a child on the School Record of Need as a result of this discussion. If at any time throughout the school year a class teacher has any concerns regarding a children's learning at any time, they will discuss this with the SENDCo and they may decide this is also suitable.

At this point parents will be consulted and further assessments may be made.

## Parental Involvement

Parents will be consulted as soon as a concern is raised and at parents meetings. Our aim is to identify and meet any individual needs early.

If your child is put on the Record of Special Educational Need, their parents and class teacher will then meet termly. Your child's progress will be monitored and shown on an Individualised Provision Map (IPM). This outlines any recent assessments, the planned interventions and strategies that will be used to support your child and their individual targets. During the meeting your child's progress can then be reviewed with you as part of an assess - plan - do- review learning cycle, which will track the impact of interventions and support for your child.



## Websites To Try With Your Child

Don't forget to our website: has lots of links to many other websites and ideas for useful apps

[www.st-hilary.eschools.co.uk](http://www.st-hilary.eschools.co.uk)

Nessy website- has fun spelling and tables games

[www.nessy.com](http://www.nessy.com)

Some other links to make maths/tables fun:

[www.mathsisfun.com](http://www.mathsisfun.com)

Apps to try: Spellosaur







### Useful Contacts

Cornwall Family Information Service [www.supportincornwall.org.uk](http://www.supportincornwall.org.uk)  
0800 587 8191

Cornwall Special Educational Needs & Disability Information & Advice  
Support Service [www.cornwallsendiass.org.uk](http://www.cornwallsendiass.org.uk) 01736 751921

Cornwall Council's Statutory SEN Team 01872 324242  
Email: [statutorysen@cornwall.gov.uk](mailto:statutorysen@cornwall.gov.uk)

Cornwall Council Website This has links to other services provided by the  
County and how the LA implement the national Code Of Practice in the 'SEN  
File': <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/>

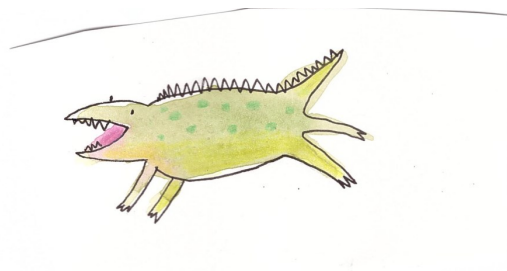
Cornwall Early Years Inclusion Service 0300 1234 101  
Department for Education [www.education.gov.uk](http://www.education.gov.uk)  
Cornwall Dyslexia Association [www.cornwalldyslexia.org.uk](http://www.cornwalldyslexia.org.uk)  
01872 222911

British Dyslexia Association [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)  
Dyslexia Action [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

The National Autistic Society [www.autism.org.uk](http://www.autism.org.uk)  
Dyspraxia Foundation [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

Royal College of Speech and Language Therapists [www.rcslt.org](http://www.rcslt.org)

Listening Books (The National Listening Library) [www.listening-books.org.uk](http://www.listening-books.org.uk)



## The Most Common Difficulties

### Dyslexia

Dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes numeracy.

- Dyslexic learners may also have accompanying weaknesses in short term memory, sequencing and the speed in which they process information. These are skills that everyone needs if they are to learn effectively in the classroom. They are also key skills for life.

### Dyscalculia -is like dyslexia for numbers

Dyscalculia is a specific learning disability involving maths skills. It may be a difficulty with counting and calculating, understanding abstract maths concepts or working with numbers and symbols.

### Dyspraxia

Dyspraxia is a difficulty with co-ordination. Programmes such as 'Fun Fit' help the child start the day with co-ordination exercises. These exercises have been shown to help them settle more readily to school work with a more focussed and controlled attitude.



*Please ask the school if you would like any more information about any of these. More detailed information sheets are also available on the school website.*

## The Record of Special Educational Need

There are three levels of need identified on the St Hilary School Record of Special Educational Need:-

**SEN Support - Lower level of need** - Support is given within the school context, usually through school based small group work and interventions.

**SEN Support - More complex needs**- As above, but also outside agencies are regularly involved in supporting the child and / or there is a higher level of need.

**An Education & Health Care (EHC) Plan** - This is given if the child has profound difficulties and perhaps requires individual adult support. An application has to be made to County by the SENCo, when a child's needs are complex enough to require highly individualised support.

At each of these stages termly meetings with parents will be held where targets are reviewed and new targets set. These are incorporated into an **Individual Provision Map (IPM)** in which teachers, show what interventions and provision is in place. Parents and children then work in partnership to set learning targets and to also set out how you may be able to help your child at home.



At those times when the contribution of an outside agency, such as a Speech & language therapist, Educational Psychologist (EP) or other specialist will be needed, school can make a referral, which is always done in complete consultation with parents. You will of course be invited to contribute to any meetings.



**P- Levels** Performance levels used to assess a child who is not yet working within the National Curriculum 2014 objectives of attainment. These may be used along with other Pre Key Stage Standards.

**Portage** Early Years Service for children from 6 months to 3 years with complex needs.

**Provision** The extra or different help given to children with special educational needs.

**Record of Need** A school record of all children that are having provision that is additional and/or different to the majority of children, as a result of their SEN needs.

**Special Educational Needs (SEN)** The needs of children who have a learning difficulty, which means that they require special educational provision to be made for them. Children who have a learning difficulty find it harder to learn than the majority of children of the same age, or they have a disability which prevents or hinders them from accessing the education provided for other children.

**Special Educational Needs Co-ordinator (SENCO)** The person responsible for the planning of special educational needs within school or early years settings.

**Specific Learning Difficulties (SpLD)** Learning difficulties in specific areas, such as dyslexia or dyspraxia.

**Speech & Language Therapist (SALT)** A professional trained to give specialist assessments, advice and treatment for children with communication difficulties.

**Statutory Assessment** A multi-disciplinary assessment to ascertain a child's specialised needs and to decide if these needs meet the criteria for the LA to issue an Education & Health Care Plan.

**VI** Visually Impaired.

**Individual Provision Map (IPM)** A way of identifying the range of provision available to a pupil with additional learning needs in a class, which is additional to and different from the school's differentiated curriculum. It can be used as part of the assess, plan, do review cycle for a child with additional needs.

**Key Stages** The different stages of education that a child passes through:

Early Years Foundation Stage (EYFS) - age 0-5 (Early years setting, Nursery and Reception).

Key Stage one (KS1) - age 5-7 (Years 1 and 2);

Key Stage two (KS2) - age 7-11 (Years 3, 4, 5 and 6);

**Learning Difficulties** An individual may have difficulties learning in a typical manner. This could be the result of specific conditions which make learning harder for the individual than it is for most people.

**Local Authority (LA)** A local government body that is responsible for providing education. For children with special educational needs the LA is responsible for carrying out Statutory Assessments and maintaining Education, Health Care Plans.

**National Curriculum 2014** The framework which sets out standards and appropriate levels of achievement for children's education, as laid down by the DfE.

**Occupational Therapist (OT)** A professional trained to give advice on equipment, adaptations and activities to support the learning/ social development of people with physical, emotional or behavioural difficulties.

**Parent Partnership Service** A service which provides information, support and training to parents/carers whose children have special educational needs.



## Support Within School



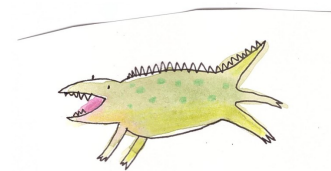
Support is built into teaching practice at every stage. Classroom teachers are aware of the needs of all the children in their class and a range of strategies and teaching resources are part of everyday practice to ensure the children have the best learning opportunities.

Within the classroom there are also other adults who support your child's learning. Each classroom has a full time Teaching Assistant whose role includes working with groups or individuals who have learning difficulties.

Individual children with specific needs may also have an adult appointed to them, financed by the Local Authority, as part of their Education & Health Care Plan.

Further provision may be given to an individual or group by an adult either within the classroom or in a small, separate classroom, when this is considered beneficial. The school has a number of support/ intervention TA's who work with small groups of children for specialised support including: Maths and English support, Time to Talk, Socially Speaking, Fun Fit or TIS- (Trauma Informed Schools)- referred to as Connect in School .

Regular use of computer programmes will be used to support this work.



## Early Years

Children's special needs are often identified before they start school either by a parent or an Early Years provider. In this case outside agents such as the Educational Psychologist, the Speech and Language Therapist or the Paediatrician may be involved and they will contact the school to arrange a meeting before your child starts school to ensure that the best possible provision is made. This will not happen without your knowledge and you will be invited to attend and contribute to these meetings.

## JARGON BUSTER

It can be both confusing and frustrating to be part of a discussion when you don't understand the language being used. Listed below are some of the terms and abbreviations used.



**ADHD** Attention Deficit Hyperactivity Disorder

**Annual Review** The process of ensuring that an Education & Health Care Plan continues to describe the child's needs and how they should be met through a meeting held once each year.

**ASD** Autistic Spectrum Disorder

**Assessment** Finding out what a child can and cannot do by observing them at school and sometimes at home and by talking with people who know the child well.

**Area Resource Base (ARB)** Bases where children with complex difficulties can be taught. These are usually attached to a primary or secondary school.

**Baseline** The result of assessment either on entry to school or entry to new school.

**BSS** Behaviour Support Services.

**Carer** A person who is looking after a child but isn't their birth parent.

**Child Development Centres** Centres for assessment of pre-school children.

**Code of Practice** A government document that schools, early years settings and local authorities follow when identifying children with SEN and meeting their needs.

**DfE** Department for Education.

**Development Matters** non statutory guidance to support teachers implementing the Early Years curriculum. The guidance is used to plan for and assess children continuously throughout the Reception year.

**Differentiation** The way in which the early years setting/school's curriculum and teaching methods are adapted to meet the needs of a child.

**Early Help Hub** The online single point of access for health based services in Cornwall. Referrals can be made online through this website.

**Early Years Foundation Stage (EYFS)** Includes children 0-5 years, including school Reception year. A statutory framework sets standards for all Early Years providers.

**Early Years Inclusion Team** This team provides support for children aged 0-5 years with additional needs.

**Education & Health Care Plan** A legal document that sets out a child's needs and the extra help he/she should get. It is issued when a child has complex needs that cannot be met by the school alone. The LA make an assessment for this following an application made by a SENCo or other professional. (These were previously called Statements).

**Educational Psychologist /Ed Psych (EP)** A professional who can assess a child's Special Educational Needs and give advice to schools and settings as to how the child's needs can be met.

**Educational Welfare Officer (EWO)** An officer of the local authority dealing with young people who have irregular attendance or frequent absence from school. EWO'S look at reasons for attendance problems and work with teams from Social Care to identify and support children involved in child protection procedures.

**Family Information Service** A free, impartial and independent information point where all families can access information and advice about services, organisations, activities and childcare options, including transition into school. Their website lists all the services for families in Cornwall.

**Foundation Stage Profile** This contains all the Early Learning Goals that Reception teachers assess the children against at the end of the academic year.

**HI** Hearing Impaired.

