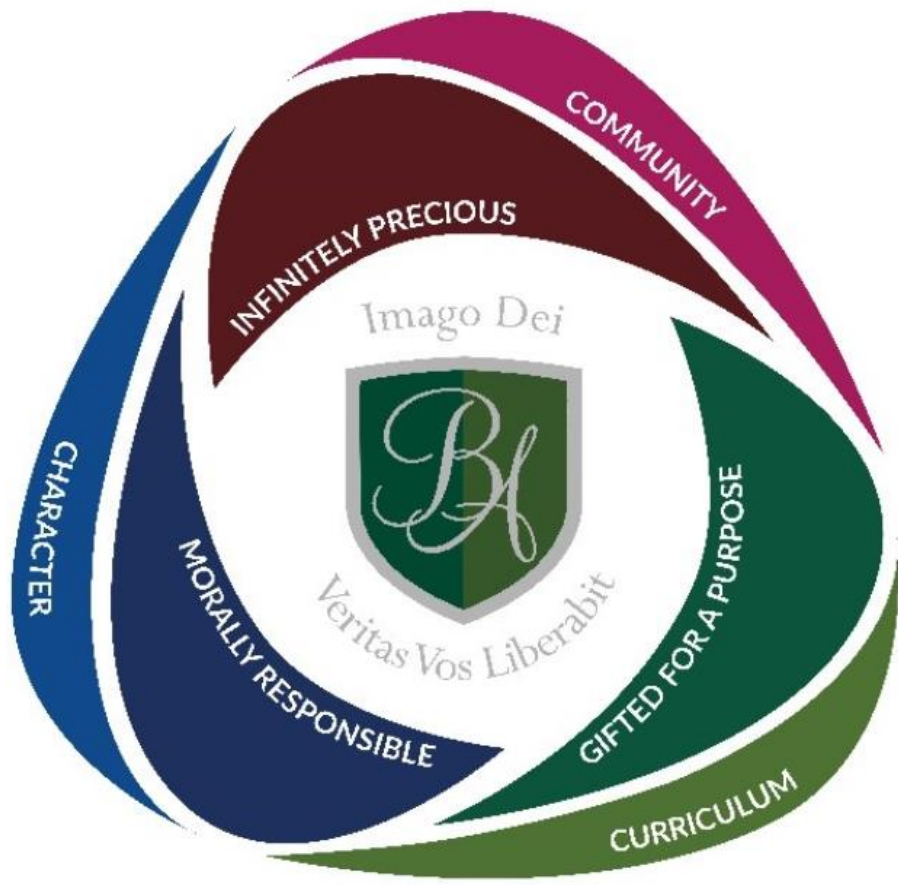




Bede Academy



Parent/Carer SEND Handbook



Contents:

1. What are Special Educational Needs?
2. Overview of SEND at Bede Academy
3. How are Special Educational Needs Recognised?
4. Flow Chart of Bede Academy's Graduated Approach
5. SEND Provision at Bede Academy
6. Outside Agencies
7. What if my child needs more help?
8. Consent letter for inclusion on the SEND register
9. Example of Forms
10. Useful Websites



What are Special Educational Needs?

A special educational need can be a number of different things. For example, your child may be having problems with reading, maths or behaviour.

It may also be due to a disability, which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for specialist help.

Types of special educational needs can include:

- General Learning Difficulties – children whose learning progresses at a slower pace
- Hearing impairment
- Visual impairment
- Speech and Language Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Developmental Coordination difficulties (DLD sometimes known as Dyspraxia which involves problems with motor skills, organisation)
- Dyscalculia (difficulties with number work)
- Autism (ASD)
- ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder)
- Downs Syndrome
- Cerebral Palsy
- Mental health difficulty that impacts on the ability to access day to day school life
- Other Physical/ Medical Needs such as Diabetes or Epilepsy

Did you know?

At one point in their lives, up to 20% of children/ young people (1 in 5) need support for a Special Educational Need.



Overview of Special Educational Needs at Bede Academy

What are the 4 main areas of need for Special Educational Needs?	Cognition and Learning Communication and Interaction Social, emotional and mental health Sensory and or physical
Who is the Special Educational Needs Co-ordinator (SENDCo) at Bede Academy?	Bede South (Primary) Mrs Helen Cooper
How do I contact the SENDCo?	Ring the relevant school office and request to speak to the SENDCo. You can also use the following email address to contact Mrs Cooper iladmin@esf-schools.org.uk
What should I do if I am concerned that my child might have a special Educational Need?	If your child is primary aged, please speak to your child's class teacher about your concerns. It may be that the class teacher shares your concerns. In addition to this you can contact Mrs Cooper by ringing primary office.
What is Bede Academy's SEND policy?	The SEND policy contains information relating to how we identify students with SEND and what provision we offer for children with SEND.
Where can I find Bede Academy's SEND policy?	Bede Academy's SEND policy can be found on the website here: SEND (bedeacademy.org.uk)
What is the Local Offer?	The Local Offer provides information for children and young people with SEND and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.
Where can I find the Local Offer?	The local authority local offer can be found here: https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx



How are Special Educational Needs identified?

The first person to identify that your child has special educational needs may be:

- Yourself, as parent or carer
- The class teacher
- A health visitor
- Another health professional

If it seems that your child may have special educational needs, your child's class teacher or the SENDCo will assess:

- What your child is good at and what they need help with
- What your child would benefit from
- How best to help your child learn

Information about your child's targets and any extra support they receive at school will be recorded on a Student Passport.

Children thought to have special educational needs will be placed on the school's special educational needs register and receive one of two levels of support:

- SEN Support
- Statutory Assessment/Education Health Care Plan

The level of support received may change throughout their time at school. The SENDCo will speak to you if they think this should happen and will ask you for your opinion about this.



Flowchart of Bede Academy's Graduated Approach

At Bede Academy, we have created a flowchart to enable you to access the correct support as a family. If you have any concerns or queries regarding your child and believe they may have a special educational need or disability these are the steps you will need to take.

Step 1 – Assess

- Arrange a meeting to speak to your **child's teacher** regarding any concerns that you may have about your child at home and/or school. This may include how you feel any behaviours are affecting their learning and progress. In this meeting, you may be able to identify any potential barriers. The class teacher may be able to provide additional advice and support as well as log any concerns you are having as a parent/carer on an Initial Concerns form.
- Your child's teacher will share this information with the SENDCo through the Initial Concerns form (form attached at the end). Your child will be usually monitored closely for half a term and then an updated Initial Concern form will be shared and reviewed with you

Step 2 – Plan

- When the Initial Concerns form is reviewed with you, a decision will be made about whether your child should be added to the SEND register, whether they should continue to be monitored or whether there is no further action.
- If it is agreed that they will be added to the SEND register, we will work with you to create a Student Passport that will identify your child's strengths and difficulties, strategies that worked or didn't work, any interests your child may have, and any barriers to learning.
- With all the above information, we would then design up to 4 SMART targets for your child, based around their area of need or CORE learning.

Step 3 – Do

- This is where the provision will begin to enable your child to start meeting their targets identified on the passport.
- If school needs to gain further support from an outside agency due to concerns around progress, we will arrange a meeting to discuss this with you. An application will be made should you give us your consent.
- As a parent/carer, Step 3 is where you may visit your GP or Paediatrician or meet with the school SENDCo to complete an Early Help Request, should you feel your child requires additional support or a referral to look at medical diagnosis.

Step 4 – Review

- At the end of each term, Student Passports are reviewed by the teacher and shared with you during a meeting so that any changes can be discussed and agreed.
- During the meeting, your child's progress will be discussed and whether their targets were met and therefore new ones are needed or whether the targets will need to continue for term.
- As a result of this meeting, you may wish to speak to the SENDCO or the class teacher may ask the SENDCO to arrange a further meeting due to their concerns.
- We may agree that further support is required from an outside agency and this information will inform a new plan.



SEND Provision at Bede Academy

Wave 1 - Universal approach (This everyday class teaching for all children)

- Quality first teaching delivers a multi-sensory approach to all curriculum areas for all children through kinaesthetic (physical/active) approaches, visual aids and practical items to support learning
- Quality first teaching ensures appropriate and accurate differentiation to enable all children to access all areas of the curriculum and to move through the lesson's success criteria
- Quality first teaching which provides an appropriate challenge to all students to ensure all children are able to make progress and move forwards with their learning
- A positive behaviour system is in place across the whole of school to encourage children to make the right choices and to receive consistent and fair consequences when making the wrong choices
- All teachers use a variety of resources both visual and practical to enable all children to demonstrate their knowledge and learning in a variety of ways
- Where appropriate, children are given thinking and response time
- Where appropriate, learning is broken down into chunks to make it accessible
- Where appropriate, children may have instructions repeated to them on an individual basis to ensure they have understood

Wave 2 - Targeted Approach (Specific interventions and targets to address specific areas)

- Student passport to monitor through target setting and a targeted provision
- Small group support to further understanding, highlight misconceptions and close the gap
- Targeted intervention to boost progress and close the gap based on teacher assessments
- Specific intervention such as additional Maths or Read Write Inc, or social emotional intervention using Talkabout or Lego Therapy, sensory circuits, pre-teaching of vocabulary or speech therapy based on individual needs
- Adapted resources based on personal targets such as fidget cubes, seating wedges, pencil grips, use of an iPad, use of a coloured overlay or use of ear defenders
- Termly reviews with parents and class teachers to review and set individualised targets and to address any areas in need of further support

Wave 3 - Specialist Approach (Interventions and support recommended by Outside Agencies)

- Referral to an Outside Agency in order to gain further advice and support
- Highly differentiated activities and resources based on advice
- Individualised planning and specific targets
- Additional Assessments through use of resources such as Boxall, Salford to show the small steps of progress being made
- Termly reviews with parents, external agencies SENDCO and class teachers to review and set individualised targets and to address any areas in need of further support
- Some in class LSA support
- Tailored provision, offering an alternative curriculum for children who cannot access their current curriculum/provision



Outside agencies

In the Graduated Response, we will call on the support of external agencies. Depending on the child's greatest need and barrier, we will select the most appropriate agency. Often the process will begin with an observation or assessment of the child and a parent consultation to ensure there is a full picture of the child's needs in school and at home.

These professionals include:

- Use of the local authority HINT (High Incidence Needs Team) that has a number of different professionals within the organisation including:
 - Speech and Language Specialist team,
 - Literacy Specialist team,
 - Numeracy Specialist team,
 - Emotional and Behavioural specialist team
 - Autistic Spectrum Specialist team

- Use of local authority LINT (Low Incidence Needs Team) including:
 - Visually Impaired Service
 - Hearing Impaired Service
 - EAL (English as an Additional Language)
 - Portage

- In addition, Bede Academy purchases the services of a Local Authority Educational Psychologist

- NHS Services including:
 - School Nurse
 - Primary Mental Health
 - CYPS – Children and Young People's Service
 - Physiotherapy
 - Occupational Therapists
 - NHS Speech and Language therapists

- Other services include:
 - EOTAS (Education Other than at School – if a child has significant difficulties and is not able to attend school)
 - Employability and Skills
 - Youth Offending Team
 - Early Help Team



What if my child needs more help?

Statutory Assessment and Education Health Care Plans

If your child's needs are very complex and/or severe the school may ask the Local Authority to carry out a Statutory Assessment:

- This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase, the Local Authority will consider these reports to help decide whether or not to issue an Education Health Care Plan (EHCP) for your child.
- As a parent/carer you also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- Statutory Assessment is only appropriate for a small number of children. Your school SENDCo or SENDIASS (advice service for parents) will be able to advise you about this.
- If the statutory assessment shows that your child needs additional support an Education Health Care Plan (EHCP) will be issued. This is written after consultation with all those involved with the child from education, health and social care services. However, it may be that only one of these services is involved.

If your child has an EHCP the school must:

- Hold an Annual Review Meeting to which you and other professionals must be invited
- Provide your child with the full range of support specified in their EHCP in order for them to make progress towards their targets and outcomes that are specified in the plan.

We appreciate this is a very complicated process so please seek advice from your school's SENDCo or SENDIASS.

[Home \(northumberlandiass.org.uk\)](http://northumberlandiass.org.uk)

They are a self-referral service. Feel free to contact them on:

Telephone: 01670 623555 / 01670 620350

Email: iass@northumberland.gov.uk



Code of Practice- Special Educational Needs Support

Name:	
DoB:	Year Group:
Date placed on SEN Support:	
School Information (include concerns within the four broad areas of need: (Please highlight below) Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Sensory and/or physical needs)	
Any other information or external agencies involved:	
<u>Parents views:</u>	
<u>Student's views:</u>	
I/ We have been consulted about my/ our child being placed on the Academy's SEN register. I/ We understand that I/ We will be kept informed about the support being given and the progress he/ she is making.	
Parent/ Guardian signature:	
Date:	

To be completed if a student is removed from the SEN register:
I/We have been consulted about my/ our child being removed from the Academy's SEN register. We understand that Bede Academy will continue to monitor their progress closely.
Parent/ Guardian signature:
Date:



Stage 1

Record of Initial Concerns

Student:	Teacher	Class/Subject	Start date of plan: Review date of plan:
Reasons for identification e.g. specific concerns			
Current learning targets e.g. the most up to date SMART targets		Current Strategies/interventions	Outcome/Impact
Assessment data e.g. maths, English /reading age		Parents comment from meeting or telephone conversation:	
Next steps (please highlight): No further action Continue to monitor Agree with SENDCO that need to be added to the SEND register			



Stage 2

Student Profile

Name:

Class:

Area of need - please add a '1' to primary area of need. Add an 'X' to indicate additional areas of need.

Cognition and Learning	X	Social, Emotional and Mental Health	X	Communication and Interaction	X	Sensory and/or Physical Impairment	X
SpLD – Specific Learning Difficulties	<input type="checkbox"/>	SEMh	<input type="checkbox"/>	SLCN – Speech, Language, Communication Need	<input type="checkbox"/>	HI – Hearing Impaired	<input type="checkbox"/>
MLD – Moderate Learning Difficulties	<input type="checkbox"/>		Autism	<input type="checkbox"/>	VI – Vision Impaired	<input type="checkbox"/>	
SLD – Severe Learning Difficulties	<input type="checkbox"/>		PD – Physically Disabled	<input type="checkbox"/>	MSI – Multisensory Impairment	<input type="checkbox"/>	
PMLD – Profound & Multiple LD	<input type="checkbox"/>						
Attendance with reasons:		Pupil Premium	<input type="checkbox"/>	Child looked after	<input type="checkbox"/>	Child previously looked after	<input type="checkbox"/>

Things to know about me (eg. diagnosis, what works, how I communicate, things I enjoy):

Support Strategies:



Or Stage 2 if they require targets

Student Passport

Name:

Class:

Area of need - please add a '1' to primary area of need. Add an 'X' to indicate additional areas of need.

Cognition and Learning	X	Social, Emotional and Mental Health	X	Communication and Interaction	X	Sensory and/or Physical Impairment	X
SLD – Specific Learning Difficulties		SEMH		SLCN – Speech, Language, Communication Need		HI – Hearing Impaired	
MLD – Moderate Learning Difficulties				Autism		VI – Vision Impaired	
SLD – Severe Learning Difficulties						PD – Physically Disabled	
PMLD - Profound & Multiple LD						MSI - Multisensory Impairment	
Attendance with reasons:		Pupil Premium		Child looked after		Child previously looked after	

Strengths, skills and attributes:

Support strategies including tailored support

Areas of need:

	Cycle 2	Cycle 3

SMART Target	Cycle 1	Cycle 2	Cycle 3

SMART Target	Cycle 1	Cycle 2	Cycle 3



Student Support Plan

Name:
Class:

Area of need - please add a '1' to primary area of need. Add an 'X' to indicate additional areas of need.

Cognition and Learning	X	Social, Emotional and Mental Health	X	Communication and Interaction	X	Sensory and/or Physical Impairment	X
SpLD – Specific Learning Difficulties	1	SEM1H		SLCN – Speech, Language, Communication Need		HI – Hearing Impaired	
MLD – Moderate Learning Difficulties				Autism		VI – Vision Impaired	
SLD – Severe Learning Difficulties						PD – Physically Disabled	
PMLD - Profound & Multiple LD						MSI - Multisensory Impairment	

Attendance with reasons:	Pupil Premium	Child looked after	Child previously looked after	
--------------------------	---------------	--------------------	-------------------------------	--

Professionals Involved - This should include any involved over past 24 months, even if the piece of work is complete.

Professional / service	Contact details	Date of report

List of identified educational need (bullet pointed, specific)

Communication and Interaction	Cognition and Learning
Social, Emotional and Mental Health	Sensory and Physical
	<ul style="list-style-type: none">

Outcomes and provision (normally no more than 5) – who will deliver which interventions/support, how often etc.

Long term outcomes <small>(Ensure outcomes are linked to identified need)</small>	Provision <small>(Ensure provision is matched to need and achievement of planned outcome)</small>	Delivered by...	Frequency and length <small>(eg, daily, for 15 mins)</small>
2.			
3.			
4.			
5.			

Long-term outcome 1:

 Short term outcomes <small>(smaller steps)</small>	 Cycle 1 Evaluation of impact & next steps	 Cycle 2 Evaluation of impact & next steps	 Cycle 3 Evaluation of impact & next steps



Useful Special Educational Needs website links

These websites have been recommended by outside agencies which school come into contact with on a regular basis.

Autism spectrum Disorder Team	https://www.autism.org.uk/what-we-do/branches/north-northumberland https://www.ttth.co.uk/ https://www.northumberland.gov.uk/Children/Needs/Autism-Service.aspx https://padlet.com/nies1/autism-support-service-xqeb2111vfwxsqo https://www.ne-as.org.uk/ https://barnardos-parenting.org.uk/cygnet-programme/
Useful Links	https://www.beyounorthumberland.nhs.uk/support/parents-carers-support Where to go for Help & Advice NHS Trailblazers (beyounorthumberland.nhs.uk) Mental health support line available for parents and carers - Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust (cntw.nhs.uk) Northumberland County Council - Supporting families Northumberland County Council - Family Hubs in Northumberland



	<p>https://www.specialneedsjungle.com/distance-education-resources-for-children-and-young-people-with-send/</p> <p>https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/free-online-learning-resources#Primary</p>
Behaviour, Social and Emotional Mental Health Team	<p>Northumberland County Council - Emotional Wellbeing and Behaviour Support Service</p> <p>EMOTIONAL WELLBEING & BEHAVIOUR SUPPORT (padlet.com)</p> <p>Parents and Carers Advice and Guidance Anna Freud Centre</p> <p>https://www.verywellmind.com/social-and-emotional-development-in-early-childhood-2795106</p> <p>https://www.understood.org/en/learning-thinking-differences/signs-symptoms/age-by-age-learning-skills/social-and-emotional-skills-what-to-expect-at-different-ages</p> <p>https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/social-skills-issues/understanding-childs-trouble-with-social-skills?_ul=1*kdo9gm*domain_userid*YW1wLUJQkF6NTYya3UtS0hwME93RWtqbEE.</p> <p>Children and young people's mental health services (CYPMHS) information for parents and carers - NHS (www.nhs.uk)</p> <p>Parents' A-Z Mental Health Guide Mental Health Advice YoungMinds</p>
Speech and Language Team	<p>Northumberland County Council - Speech, Language & Communication Service</p> <p>Children's Speech and Language Therapy :: Northumbria Healthcare NHS Foundation Trust</p> <p>Resources (speechandlanguage.org.uk)</p>

