

# DAY IN THE LIFE

## of... a pupil accessing SEN support at Rockingham Junior and Infant School



Throughout the school day, I have access to a range of resources which I can choose to use to support my learning and develop my independence.

I have support from my class teacher and from other adults to help me to understand and apply my learning at an appropriate level. I feel appropriately challenged by tasks and questions asked of me.



In some lessons and interventions, I complete specific learning linked to my personal targets in my IDP book and this shows the fantastic progress I have made.

I have my own personalised targets which I review with my class teacher and parents three times each year.

A form titled "IDP - My Steps to Success". It has fields for Name, Class, Teacher, and Date of GP. There is a section for "My view of learning" with a speech bubble and the text "What am I good at? What do I need help with?". There is a section for "Target 1" with a question "How will I achieve this?" and a list of dots. There is a section for "How I got on:" with two smiley faces and a question "Review date:". There is also a section for "Who will help me?" and "What my teacher thinks:". The form has a cartoon character on the left side.

Both independently and in small groups, I complete regular interventions to help me to understand tricky concepts and improve in my target areas.

When needed, I have regular access to Nurture groups to support my Social and Emotional Health and Wellbeing.



# Special Educational Needs and Disabilities

## What is SEND Support?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

SEND support across the Willow Tree schools means that support which is **additional to or different from** the support generally given to other children of the same age in a mainstream school is provided.

The purpose of SEND Support is to help children achieve the outcomes or learning objectives set for them by the school with the involvement of the child and their parents/carers.

## A graduated approach

The SEND Code of Practice says that schools should use a 'graduated approach'. to support a child with SEND. Our graduated response allows us to identify and meet needs using a tiered approach and enables us to support your child in the best possible way.

## Assess

Teaching staff work with the SENCO (Special Educational Needs Coordinator) to assess your child's needs, so they can give the right support. They should involve you in this process and seek your child's views. Sometimes school will seek advice from a specialist teacher or a health professional

## Plan

In our schools, we work alongside the children and their parents/carers to ensure that relevant SMART targets are set. These are outlined on an Individual Development or Behaviour Plan initially. If, as outlined within the graduated response, this is not working effectively, an SEND support plan may be introduced.

## Do

Your child's teacher/ classroom assistant is usually responsible for the work that is done with your child and additional learning towards targets is completed in children's IDP books, through access to specialist provision and interventions.

## Review

The school should review your child's progress, and the difference that the help your child has been given has made, on the date agreed in the plan. You and your child will be involved in the review and in planning the next steps.

# Key Contacts for SEND

In order for us to support you in ensuring the best possible education and access to learning for your child, we need to keep in regular contact.

Please do not hesitate to contact the SENCO or your child's class teacher if you have any concerns or questions - we are always here to help.



**Mrs Faye Ebbs**

Head of School and Safeguarding Lead



**Mr Ben Parkin**

SENDCo



**Mrs Julie Tunks**

Behaviour for Learning Lead



**Mrs Justine Elliot**

Learning Mentor



**Mrs Donna Brogan**

Learning Support Teaching Assistant