

Special Educational Needs and Disabilities

Frequently asked questions

Welcome to Seva School Special Educational Needs and Disabilities (SEND) frequently asked questions page.

At Seva School we value every child as an individual and aim to create an environment where pupils are encouraged to achieve their full potential, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability and educational needs.

However, we recognise that some children find it harder to learn than their peers and may therefore have a special educational need or disability (SEND).

What is Special Educational Needs and Disabilities (SEND)?	<p>SEND is the term used for Special Education Needs & Disabilities.</p> <p>This is students who are not making the progress of their peers after interventions have been used.</p> <p>However experience and good practice show that where “the focus remains on higher quality teaching, fewer pupils require such support”.</p> <p>SEND represents a detailed look at the reasons behind why some students need additional support to overcome obstacles that may otherwise be a barrier to learning. These learning barriers are usually summarised into four categories these include:</p> <ul style="list-style-type: none">• Communicating and interaction• Cognition and learning• Social, emotional and mental health difficulties• Sensory and/or physical needs
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Special Educational Needs and Disabilities

Frequently asked questions

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<p>How does the school know if your child has SEND and needs extra help?</p>	<p>We are an all through free school and our aim is to ensure that the majority of children in our school are able to reach their potential.</p> <p>Pupils can be identified as having SEN needs as follows:</p> <ul style="list-style-type: none"> • On entry into Reception, all students are screened. • By observing key cognitive skills, language skills and certain core academic skills we can pick up potential difficulties at the earliest stage. • If an individual is not meeting the expected progress, given their age and ability, and normal interventions and resources have proved ineffective. • Our SENCo attends annual reviews of every pupil with an Education Health Care Plan who will be attending Seva School. • Seva School listens to parents. Sometimes, the first signs of difficulty are picked up through conversation at home so parents are always welcome to contact the school to talk about concerns
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<p>What should I do if I think my child may have a special educational need or disability? Who can I contact for further information?</p>	<p>If you have any query with regards to your child's individual SEND you can contact Mrs Miller on: 02477987619</p> <ul style="list-style-type: none">• If you are concerns about your child, you can discuss them with the class teacher in Primary and the Form teacher in Secondary. Teaching staff will either deal with your concerns or highlight them to the SENCO Mrs Miller.• You can contact Mrs Miller through the school by phone, letter or e-mail k.miller@seva.coventry.sch.uk 02477987619 Link House, Eden Road, Coventry, CV2 2SR• If you feel more comfortable using a language other than English then please either request a translator or bring and family member or friend whichever you are more comfortable with.• If your child is still at another primary school, talk to your child's teacher there who can help you look at any issues and make links with Seva School to help prepare for the next year.
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Where can I turn for help?	<ul style="list-style-type: none">• Mrs Miller is the school SENCo. Her role includes coordinating provisions for children with SEND, providing guidance to colleagues and working closely with parents, staff and outside agencies. She would be happy to answer any questions you have about your child's learning and progress or any concerns that your child may have a special educational need. You can contact her via the school office (02477987619), to arrange a face to face meeting, or ask for a telephone call to discuss your concerns.• Your doctor, or other local child health services charities and other organisations that offer information, advice and support. <p>Seva has support from a number of different agencies. Below is a list of the support services that are currently working with pupils from the school, with phone numbers and names of any key contacts.</p> <ul style="list-style-type: none">• Young Carers – 024 76786087• Speech and Language – 024 77987619• Sensory Support (hearing & sight)• Pre-School Education Service – 024 76694736• Complex Communication Team (CCT) – 024 76785555• CAHMS Coventry – 0300 200 2021• Educational Psychology and Integrated Mental Health Service – Raj Pahil – 024 76788400• Coventry Primary Health Mental Services – Vivine Flinn – 024 76961476• Occupational Therapy – 024 76961455• Physiotherapy – 024 76961455
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<p>What other support is there for parents and families of children with SEN or disabilities?</p>	<p>The below list provides information of support groups available for parents. More information about each group can be found on the Coventry City council website (www.coventry.gov.uk)SENDIASS (previously Parent Partnership) – 024 76694307 – Special Educational Needs and Disabilities Information, Advice and Support Service</p> <ul style="list-style-type: none"> • Coventry Carer’s Centre (Autism/ ADHD) – 024 76633788 • Coventry Action for Autism Group – CAFAG) – 024 76688521 • Dyslexia Action Coventry Centre – 024 76257041 • Autism Play and Support Group – 07931 783183 • Heart of England ADHD support group – 024 76726736 (evenings only) • North Warwickshire and Coventry Dyslexia Association – 024 76316813 • Shine (Spina Bifida and Hydrocephalus) – 01733 555988
<p>What is an EHCP?</p>	<p>□ An Education, Health, Care Plan (EHCP) (formally known as a Statement) is a legal document that identifies a pupil’s SEN needs and focusses on the support required to meet agreed outcomes. The key difference between a statement of SEN and EHCPs is that, as well as the educational elements covered in statements, EHCPs also outline the child’s health and social care needs, outcomes and support.</p>

<p>How will I know if my school is supporting my child? How will I know how my child is doing? How is student progress monitored?</p>	<p>All students:</p> <ul style="list-style-type: none"> • Seva School will contact you to let you know if we are proposing to offer your child support that is additional to or different from what is already in place for all students. • Three parent evenings are held each year. A written report is given to each pupil at the end of the year. • SEND students will have in addition review meetings to discuss progress and review their IEP. • Parents are always welcome to contact their child’s Form Tutor at any time to discuss particular concerns as they arise. • Seva School will work with parents/carers in Year 6 to support the student’s move from primary to secondary school. <p>Students with Statements and EHCPs:</p> <ul style="list-style-type: none"> • Your child will have identified needs and an education plan in place from the time they start at SEVA. Their support lessons will show on their timetables and parents will receive termly news on outcomes of this extra intervention in short written reports.
	<p>In addition to the target setting days, pupils will have an Annual Review of their progress and needs. This comes in the form of a full written school report in advance of a specially arranged face to face meeting between pupils, parents, staff and representatives of other agencies involved in supporting that individual pupil. During this meeting, pupils, parents and staff have the chance to express their views about the progress being made and the provision they are receiving at school.</p>

<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Every pupil on the SEND register will have an Individual Education Plan (IEP) which includes their individual needs, strategies to support them with targets to achieve. This is shared with all staff through our main system of information management (ARBOR). • Teaching Assistants are used within lessons to work with a small focus group or 1:1 with a pupil to target specific needs. • Lessons are differentiated for each class with the needs of SEND students taken into account. All work set within class is aimed at an appropriate level that allows all pupils to access the learning according to their specific needs. • Where possible specialist equipment may be given to a pupil to allow them to access the learning e.g. writing slopes, adjustable tables, pen/pencil grips etc. • At Seva we have a range of after school and lunchtime activities that all children attend. Where necessary, we will provide extra support to enable children to access these, e.g. an additional adult, specialist equipment. Please contact the SENCo if you would like further information about how school clubs can be adapted to support your child.
<p>How are the school's resources allocated to these needs?</p>	<ul style="list-style-type: none"> • The school provision map enables the monitoring of how resources are allocated and ensures student needs are being met. • Resources are allocated by the SENCO to meet identified needs highlighted by either parent or teaching staff. Using advice from external agencies. • EHCP further inform the allocation of resources. <p>Outside agencies, such as Sensory Support Team (Hearing) will provide the school with specific aids and equipment when it has been recommended by a relevant health service. We will also, where appropriate, provide equipment that pupils may need to support them in school, e.g. pencil grips, sit fit cushions, sloping writing frames etc.</p>

Will my child be able to access the school environment?	<p>Seva School adheres to all guidelines on equalities (Equality Act 2010) and we have a range of facilities for meeting the needs of our students with sensory and physical needs A range of measures have been put in place to ensure the school building is accessible for all, these include; disabled toilets, a lift in the building, level access to main reception with wider access doors throughout the building.</p>
How is progress monitored by the school?	<ul style="list-style-type: none"> • Each pupil has an Individual Education Plan with identified targets set in consultation with parents. □ Every subject teacher provides termly report on every pupil's progress □ SENCo monitors the progress of SEND students. • Where children are identified as requiring support, parents will be invited in for termly meetings to discuss targets and how they can support their child to achieve these. • All pupils' general progress, including updates on their targets, will be discussed at parent consultation evenings and reports will also be sent out termly. <p>Any information received from external agencies is passed onto parents.</p>
How does Seva support the emotional and social development of their pupils?	<p>We recognise the importance of supporting the emotional and social development of the children. Personal, Social and Health Education (PSHE) forms part of the curriculum and we have themes running through weekly assemblies. We have also delivered Peer Mediation work to Year 5 children. Where children have specific social, mental or emotional health difficulties we may refer the children to outside agencies</p> <p>The school counsellor is available to support all student's wellbeing as needed.</p>

What specialist services and expertise are available at the school?	<ul style="list-style-type: none">• Our team employ staff who have received additional formal training in their area of specialism learning/literacy, speech/language/social communication needs (SLCN), mentoring for social/emotional/mental health• All TA's receive regular Continuing Professional Development and coaching for specific issues / students, from the relevant specialists. <p>The school brings in additional expertise (assessment, staff training and intervention) from outside agencies, including:</p> <ul style="list-style-type: none">• Educational psychology• Speech Therapy• Occupational therapy
	<ul style="list-style-type: none">• Visual Impairment Support• Hearing Impairment Support• CAMHS-Child and Adolescent Mental Health Services □ Counselling.

<p>How will you help me in supporting my child's learning at home?</p>	<ul style="list-style-type: none"> • Seva School provides parents with advice on how to support their child's homework. Parents are always welcome to contact their child's teacher for more specific advice at any time. • Annual reports written at Seva School often contain advice that will be discussed and developed with you at the face-to-face Annual Review meeting. • The class teacher may suggest ways of supporting your child through parent meetings or parent workshops. • Each term curriculum maps are sent home so parents are aware of the areas or learning being covered in school. • Where outside agencies have been involved through working with or assessing your child then suggestions and programmes of work/activities are usually provided that can be used at home. • SENCo may meet with you to discuss strategies when working with your child that have proved successful in school and therefore can be used at home. <p>Parents are always welcome to contact their child's support team</p>
<p>What support will there be for my child's well-being?</p>	<ul style="list-style-type: none"> • It is vital that all pupils in our Academy feel valued, cared for, confident and supported. <p>Staff providing additional support to pupils with special educational needs automatically include:</p> <ul style="list-style-type: none"> • Ensuring that pupils know who they can talk to if they have any worries • Lessons about making and keeping friends, having successful relationships (PHSE) • Pupils who have social, emotional and mental health issues or develop them later on are offered additional measures to help them cope. • Access to a trained councillor
<p>How will the school prepare and support my child when joining Seva School Primary</p>	<p>The students in the Primary Phase are guaranteed a place in the Secondary Phase this allows for a smooth transition in the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children enjoy visits to Secondary in the summer term of year 6, where they have 'taster lessons' in addition to the taster day.

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<p>Phase or transferring to a new School?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Secondary teachers visit the Primary phase. <input type="checkbox"/> Primary phase teachers visit the Secondary teachers. <input type="checkbox"/> Cross phase teaching for Languages, and Art. <input type="checkbox"/> For those pupils who are moving to a different Secondary school or are transferring to Seva School from another school we will ensure a smooth transition by: Discussions between the previous or receiving school prior to the child joining/leaving. Secondary school staff visit the children prior to them joining their new school
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Activities and school trips are available to all. <input type="checkbox"/> Risk assessments are carried out and procedures are put in place to enable all children to participate.

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<p>Glossary of terms</p> <p>There are many terms in Special Educational Needs (SEN) that are abbreviated. Here follows a glossary of the most used SEN terms.</p>	<p><u>ADD Attention Deficit Disorder</u></p> <p><u>ADHD Attention Deficit & Hyperactivity Disorder</u></p> <p><u>ASD Autistic Spectrum Disorder</u></p> <p><u>BESD Behavioural Emotional & Social Difficulties</u></p> <p><u>CAF Common Assessment Framework</u></p> <p><u>CAMHS Child & Adolescent Mental Health Service</u></p> <p><u>COP Code of Practice</u></p> <p><u>CP Child Protection</u></p> <p><u>DCD Developmental Co-ordination Disorder</u></p> <p><u>EAL English as an Additional Language</u></p> <p><u>EP Educational Psychologist</u></p> <p><u>FSM Free School Meals</u></p> <p><u>HI Hearing Impairment</u></p> <p><u>IEP Individual Education Plan</u></p> <p><u>ISR In School Review</u></p> <p><u>KS Key Stage</u></p> <p><u>LAC Looked After Child</u></p> <p><u>LEA Local Education Authority</u></p> <p><u>LSAA/LSAC Learning Support Achievement Assistant/Coordinator</u></p> <p><u>MLD Moderate Learning Difficulty</u></p> <p><u>NC National Curriculum</u></p> <p><u>OT Occupational Therapist</u></p> <p><u>PSP Pastoral Support Programme</u></p> <p><u>SaLT Speech & Language Therapy</u></p> <p><u>SEN Special Educational Needs</u></p> <p><u>SEND Special Educational Needs & Disability</u></p> <p><u>SENCO Special Educational Needs & Disability Co-ordinator</u></p> <p><u>SpLD Specific Learning Difficulty</u></p>
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VI Visual Impairment

Useful Web links:	<ul style="list-style-type: none">❑ SEND Code of Practice (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)❑ Children and families Act 2014 (http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)❑ Equality Act 2010 (http://www.legislation.gov.uk/ukpga/2010/15/contents)❑ http://edyourself.org/articles/newcode.php❑ <u>The Local Offer</u> : http://www.coventry.gov.uk❑ <u>The Coventry Way</u> : http://www.coventry.gov.uk/thecoventryway
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This report is compiled by Mrs Miller – SENCo

If you have any questions or issue you would like to discuss or make a complaint about any matter regarding SEND provision, please contact her through the main office or email at k.miller@seva.coventry.sch.uk