

St Peter's Special Educational Needs Newsletter – Autumn

Welcome to our termly newsletter which is dedicated to special educational needs and disabilities. We hope you find this useful. In this edition, we want to introduce key members of staff who support SEN across school and provide some information to parents around the identification of special needs.

Staff who support SEN in St Peter's:

We have fantastic teachers and teaching assistants in school who are there to support all our pupils, including those with additional needs. We prioritise the wellbeing of pupils through the use of nurture provision, often led by Mrs Allcock, Mrs McBrayne, Mrs Burrows and Mr Sinclair (forest school). Where children's needs maybe identified as more complex or medical, it is likely you will communicate with:



Mrs Roberts (SENCO)



Mrs Allcock (Nurture lead)



Mrs Matthews (Dyslexia and Health)

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS:

If you have a concern that your child may have additional needs, speak to your child's class teacher and see if they share your concerns. Most children's needs can be met through high quality teaching and at times additional short term interventions.

If the teacher shares your concerns, then you may wish to arrange a phone call or meeting with the SENCo to consider whether further investigation, assessments or strategies might be needed, this would be the start of the 'Graduated Approach' which is outlined below.



The Graduated Approach

Assess: This stage of the graduated approach cycle is about finding out about the child's needs.

Plan: During consultation with parents/carers, the SENCo and/or teacher should outline the adjustments, interventions and support that will be put in place to support the child.

Do: Teachers and support staff will deliver support, interventions and adjustments, as agreed.

Review: The support put into place will then be reviewed, the impact and quality of the provision will be evaluated and next steps planned.

MYTH BUSTING: Being on the SEN register means a child will receive 1:1 support. This is **false**, it does mean the child might require something 'above and beyond' classroom provision, we call this SEN support.