

**SEND**

Special Educational Needs and Disabilities  
all different – all together



# Four main areas of need

## ➤ **Communication and Interaction needs could include:**

- difficulties with producing or responding to expressive or receptive language
- difficulties uttering speech sounds
- difficulties understanding spoken and other communications from others
- difficulties with understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play
- children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.





## ➤ **Cognition and learning:**

- learning at a slower pace, even with appropriate differentiation.
- moderate learning difficulties (MLD)
- severe learning difficulties (SLD)
- profound and multiple learning difficulties (PMLD) - support needed in all areas of the curriculum, mobility and communication, severe and complex learning difficulties as well as a physical disability or sensory impairment
- Specific learning difficulties (SpLD) affect one or more specific aspect of learning such as dyslexia, dyscalculia and dyspraxia



## ➤ **Social, emotional and mental health difficulties**

- Withdrawn, isolated
- Challenging, disruptive or disturbing behaviour
- Mental health – anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are unexplained
- ADHD



➤ **Sensory and/or physical needs:**

- Disability hinders them from making use of educational facilities provided
- Visual impairment
- Hearing impairment
- Multi-sensory impairment (hypersensitivity / hyposensitivity)

# SEN at St Mary's

- 16% of children at St Mary's are on our SEN register
- 4% of children have an EHC plan in place



# Special educational needs and disability code of practice:0-25 years

Schools must:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Have a SENCO
- Inform parents when they are making special educational provision for a child

Class teachers, supported by SLT, should make regular assessments of progress for all pupils seeking to identify pupils making less than expected progress given their age and individual circumstances.

This can be categorised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This can include progress in areas other than attainment e.g. wider development or social needs



# Information on the school website

- [St Mary's CE Primary School \(stmarysyate.org.uk\)](http://stmarysyate.org.uk)
- Our school → Special Educational Needs → SEN information report
- Our school → Policies →
  - SEN policy
  - Inclusion report
  - Positive behaviour

# Outside professional support

- **Educational Psychologist** - They use this expertise to help children and young adults with learning difficulties, social and emotional problems, developmental disorders, and other Special Educational Needs (SEN)
- **Speech and Language Therapist** - support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.
- **Occupational Therapist** - help children do everyday things like eating, dressing, going to school and going out in the community. An occupational therapist might help if your child has physical or psychological challenges, developmental delay or intellectual disability.

- **School nurse –**



- **GPs**

- **Community Paediatrician-** supporting children with a physical disability or with developmental, social or behavioural issues

- **CAMHS** (Child and adolescent mental health service) -
  - - with a moderate, severe or profound learning disability with complex needs, including emotional wellbeing and mental health issues. Evidence of this learning disability will be shown in relevant reports, such as educational psychology reports and the school Education and Health Care Plan (EHCP).
  - who have been referred from multi-agency professionals who have worked with your young person, for example school SENDCo and teaching staff, social workers, GPs, paediatricians and hospital clinicians.
  - who have already accessed some relevant community level support.
- **Families Plus** – parenting classes and 1:1 work with families
- **South Glos. Parents and Young Carers**