

### *What happens then?*

- ▶ Specific targets will be set for your child and an **APDaR plan** written (**Assess, Plan, Do and Review**). This will also include strategies and any additional help or resources that may be needed, e.g. small group work or 1:1 with a Learning Support Assistant.

### *What happens next?*

The **APDaR** will be reviewed regularly (usually three times per year.)

If progress is made and concerns no longer exist, your child will be removed from the SEND register.

If these difficulties continue, even with the additional support, the school may refer to external agencies for advice and support. This will be discussed with you and your permission will be asked for us to do so. They will then assess your child.

### *Who might see or assess my child?*

- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Social, Emotional and Mental Health Team (SEMH)
- School Nurse
- Paediatrician
- Physiotherapist or Occupational Therapist
- Autism Outreach teacher
- Vision or Hearing impairment support team

### *Next Steps*

In a very small number of cases a child has a higher level of long-term needs and needs specific ongoing support. With parental consent, a request for **Statutory Assessment** is made to the Local Authority for an **Education, Health and Care** Plan to support the child's or young person's additional needs.

This is a legal document that states what additional help is needed and can remain in place until someone is 25 years old.



**Farndon Fields**  
Primary School

**Special  
Educational  
Needs &  
Disabilities**

**Parent  
Information Leaflet**

## ***What does SEND mean?***

SEND stands for Special Educational Needs and Disabilities.

It means that your child is having ongoing difficulties and action needs to be taken to support them that is additional to or different from the support given to other pupils.

Your child may have some difficulties in one or more areas:

- **Cognition and Learning** (e.g. reading, writing, mathematics)
- **Communication and Interaction** (e.g. speech and language difficulties)
- **Social, Emotional and Mental Health** (e.g. emotional difficulties, lack of focus in class, poor social skills)
- **Physical and/or sensory** (e.g. a hearing or visual impairment, physical needs)

If you have any concerns about your child please make an appointment to talk to:

- **Your child's class teacher**
- **Ms Harrison**, the school's SENDCo (Special Educational Needs and Disability Co-ordinator)
- **Mrs Burningham**, Family Support Worker
- **Mrs Matthew**, Headteacher

**01858464744**  
**office@dsatfarndonfields.org**

***We aim to meet the needs of all the children at Farndon Fields through quality first teaching in a broad, balanced and exciting curriculum.***

### ***How to help at home***

- Keep us informed of any changes
- Read or share books
- Play games
- Attempt the homework sent home
- Talk with your child as much as possible

## ***How does school identify and support children who are experiencing difficulties?***

- All children are observed and assessed by their class teacher. Children who are not meeting age related expectations are identified, monitored and supported through adaptations to Quality First Teaching.
- Teachers will share any concerns at meetings with parents/carers.
- Strategies and advice will be given to you to support your child
- If concerns persist, teachers inform the SENDCo
- You may be asked to take your child for a hearing and/or eye test (both free) if they have not had them recently.
- Your child's progress will be monitored by the class teacher, targets set and further support put in place and progress will be discussed with the SENDCo
- If little or no progress is made despite the support in place, the class teacher and the SENDCo will meet with you and, with your consent, your child will be placed on the SEN register at 'SEN Support'