



## Provision and support for pupils on the SEND register.

Teachers carefully plan ALL lessons with consideration for the needs of ALL pupils. Pupils with SEND have work differentiated and appropriate objectives are set. Teacher or Teaching Assistant-led in-class support is also planned with the needs of all pupils in mind.

Teaching teams meet regularly to plan additional support programmes for pupils. This is where a pupil may be regularly withdrawn from the class individually, or within a small group, to work on a particular target or targets.

As well as Teachers and Teaching Assistants working in school, we also benefit from support from a number of outside agencies. We have a member of staff from Warwickshire's Specialist Teacher Service working in school on a fortnightly basis. Eve Godwin supports pupils in school, where a need has been identified, and offers advice to teachers and parents.

We have access to the Educational Psychology Service, Integrated Disability Service (Complex Needs), School Health Service, known as COMPASS (including the hearing team, the visual impairment team, speech therapy, occupational therapy, physiotherapy and the school nurse) and we have a counsellor, regularly working in school to support pupils with specific needs.

A copy of the Milverton Primary School Special Educational Needs and Disability Policy is available on the school website.

### Milverton Primary School

**Greatheed Road**

**Leamington Spa**

**Warwickshire**

**CV32 6ES**

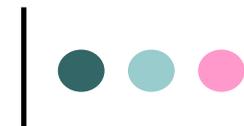
**[www.milvertonprimaryschool.co.uk](http://www.milvertonprimaryschool.co.uk)**

**[admin2606@welearn365.com](mailto:admin2606@welearn365.com)**



# Milverton Primary School

Information for parents of pupils on the Special Needs Register.



Written by Laura Nicol: Inclusion Leader



## What is the Special Educational Needs (SEND) Register?

Throughout their school career, pupils are constantly monitored and assessed both formally and informally by school staff. Within classes, learning objectives and activities are routinely differentiated to match the abilities of pupils within that class. If a child requires further differentiation or support in a particular area or areas linked to their physical development, behaviour or learning, then the class teacher may make the decision, in consultation with our Specialist Teacher, and parents, to add them to the school Special Educational Needs and Disabilities Register (SEND). The school SEND Register is an internal register of pupils receiving additional support.

If a child on the SEND register makes significant progress meaning that they no longer require additional support, they are removed from the register, although their progress is still monitored.

## What does being on the SEND register mean for your child?

At all stages on the school SEND register your child will require an Individual Education Plan (IEP). This is a document written by the Class Teacher, Pupil and Parents/ Carers highlighting several key targets linked to the child's area of need.

The Class Teacher(s) and Teaching Assistants will then work with your child towards meeting their agreed targets. These targets are regularly reviewed and success is celebrated.

## School Management of Special Educational Needs.

All schools adhere to the policies set out in the *SEND Code of Practice* (2015). In this document, it clearly sets out that all teachers are teachers of pupils with special educational needs. A child's class teacher is responsible for the SEND provision for the pupils in their class. The school SENDCO or Inclusion Leader is responsible for monitoring this provision and keeping up to date information on all pupils on the SEND register, working with staff and outside agencies to plan support for these pupils. If at any time during the school year you would like to talk to someone about any aspect of SEND provision for your child, please do not hesitate to contact school.

### Your Child's Individual Education Plan (IEP)

If your child is on the school SEND register, they will have an Individual Education Plan (IEP) stating their agreed targets.

You will be invited into school for an IEP meeting by your child's Class Teacher. This will happen as often as your child's targets need updating, but at least termly. At this meeting, the IEP targets will be agreed and school/ home strategies to help your child will be discussed.

Parents input at these meetings is highly valued and we encourage you to attend; however, if you are unable to do so, this process will be completed by the child and Class Teacher in school time.

IEP meetings are organised by your child's class teacher and are usually held after school. We encourage regular communication between staff and parents and additional meetings may be requested.



## How the school SEND register works.

### Stages of support that we offer.

Stage 1. This refers to support within whole class lessons where teaching is tailored to meet the needs of all pupils. This will include matching questioning to a child's ability, providing differentiated materials and resources, along with adult support for pupils where appropriate.

Stage 2. A child with SEND may participate in additional learning opportunities through targeted support sessions. This means that your child's teachers will plan and provide support in the area of your child's needs. This may consist of in class support, additional differentiation of work, withdrawal support group, individual sessions or additional time.

Stage 3. This means that as well as additional support provided by school staff, we will seek the advice of an external agency who may provide strategies, resources or time to help with an individual's needs. This support is managed by the Class Teacher and Inclusion Leader.

Statutory Assessment (Education Health Care Plan). If the school and support services view that a child's needs are not being met at Stages 1-3, we will seek advice from the Local Authority.

