



Mytham Primary School/

SEN Information Booklet



At Mytham we encourage each individual child to be aspirational.

What is aspirational?

- Encouraging hope, dreams and ambition
- Having no preconceptions as to what is possible and not possible for an individual
- Encouraging a child to aim for things that, in the past, may have been thought to be out of reach by small step planning over a number of years.
- Removing barriers to open up new pathways and ensure ongoing progression.

If your child finds school life challenging it may be necessary for teachers and other staff members to give your child more support. If this is the case the class teacher will discuss their concerns with you and inform the school **SENCo** (Special Educational Needs Coordinator).

The SENCos at Mytham Primary School are Miss Lisa Nuttall (with responsibility for children in Years 3, 4 , 5 and 6) and Mrs Amanda Lord (with responsibility for children in Nursery, Reception, and Years 1 and 2).

Children with special educational needs may need extra help in a number of ways. These may include: -

- Thinking and understanding (cognition and learning)
- Physical and/or sensory difficulties
- Social, emotional and mental health difficulties
- Communication and interaction with other people.



What steps do we take at Mytham?

The SEN code of Practice requires all schools to have a graduated approach when supporting children with special educational needs. At Mytham we use following stages ...

- Initial Concern
- Targeted SEN Support (Wave 3a)
- Specialised Provision (Wave 3b)
- Education and Health Care Plan

The following pages explain each of these stages in more detail.



Initial Concern

There are different stages that your child may go through. The first stage is called **Initial Concern**.

What happens?

The class teacher will fill a form in with you known as an Initial Concern. The teacher gathers their information through ongoing, everyday assessment of your child.

The class teacher will also inform the SENCo (Special Educational Needs Co-ordinator) who will put your child's name on the Special Educational Needs list. This confidential list is for school use only and is used to help track your child's progress as well as identify additional strategies and interventions that can be used in school.

What will school do?

On the Initial Concern form the teacher will clearly state the difficulties that your child is having with their learning and/or behaviour. There will be actions that they are going to carry out in school to help your child improve and make progress. They will also agree a review date with you to discuss your child's progress and to see if the actions on the Initial Concern have helped your child.

How can you support your child?

The class teacher will let you know what they would like you to do to support your child at home. This advice will be tailored to suit your child's individual needs and could range from reading daily to completing a home-school communication book.

If you are not clear about what to do to help your child at home, make an appointment to see the class teacher and they will guide and advise you on this.

What happens next?

If your child makes progress by putting in place the actions and strategies stated on the Initial Concern form then they will either stay on an Initial Concern and continue with them or be removed from the Initial Concern and also the Special Needs List.

It may be decided that additional help is needed and your child will move to the next stage known as targeted SEN provision. If this is the case the class teacher will discuss this with you at the next review meeting and explain the next steps.



Targeted SEN Provision (wave 3a)

Every term the teachers and Senior Leaders hold pupil progress meetings,. If your child has not made the progress we hoped for at the Initial Concern stage we may decide that your child needs additional or different help. This may be a different way of teaching certain things (also known as

adaptations), some additional help from an adult or use of particular

equipment like a computer. In primary schools this is known as **Targeted SEN Provision**.

What happens?

At the review meeting the class teacher will complete a new form with you known as a Provision Map .

The class teacher will also inform the SENCo (Special Educational Needs Co-ordinator) who will change your child's status on the Special Educational Needs List from Initial Concern to Targeted SEN Provision

What will school do?

On the Provision Map the class teacher will work with you and your child to set outcomes to help them achieve their full potential. With each outcome the class teacher will suggest resources, interventions and strategies to help your child work towards or achieve their outcome.

How can you support your child?

The class teacher will let you know what they would like you to do to support your child at home. This advice will be tailored to suit your child's individual needs and could range from reading daily to completing a home-school communication book.

If you are not clear about what to do to help your child at home, make an appointment to see the class teacher and they will guide and advice you on this.

What happens next?

If your child makes progress towards their outcomes on their Provision Map then they will either remain on their Provision Map or will no longer need it. It may be agreed that more specific, additional help is needed and your child will move from Targeted SEN Provision to Specialised Provision.



Specialised Provision (wave 3b)

What Happens?

At this stage we will continue to use our own resources and expertise to help your child. However we will also involve professionals from outside the school. This will be to advise school staff, parents and the SENCo on suitable strategies and materials that would be helpful for your child. Sometimes they work with your child in school.

What will school do?

In order to get additional agencies to work with your child, an Early Help and Assessment (EHA) form is completed. The SENCo, along with the class teacher, will invite you into school to fill this form in . We cannot get an additional agency to work with your child without your permission.

At Mytham we work closely with the following agencies: -

- Woodbridge Outreach Service (based at Ladywood School)
- Behaviour Support Service
- CAMHS (Child and Adolescent Mental Health Services)
- Educational Psychologists
- Speech and Language Therapists
- School Nurse
- Occupational Therapists
- Hearing Impaired Advisory Teachers.

Your child will still have a Provision Map and the outside agencies will contribute towards your child's outcomes.

How can you support your child?

The class teacher will continue to let you know how you can support and help your child at home but at this stage the additional agency will also provide you with support, advice and strategies.

If you are not clear about what to do to help your child at home, make an appointment to see the class teacher, the SENCo or the specialist service and they will guide and advise you on this.

What happens next?

If your child makes progress with the help and support of an additional agency and they no longer require that support then your child will move back to Targeted SEN Provision.

If your child still needs the support of an additional agency to help them achieve their outcomes then they will remain at this stage.

It may be agreed that your child still needs additional support and we would then look at applying for an Education and Healthcare Plan from the Local Authority.



Please be assured that at Mytham, your child is a priority, and we will do everything we can to support them and you.

If you have any concerns at any stage please make an appointment with either : -

- Miss Lisa Nuttall (SENDCo– Years 3, 4, 5, and 6)
- Mrs Amanda Lord (SENDCo– Nursery, Reception and Years 1 and 2)
- Mrs Angela Bogle (Head teacher)
- Mrs Stacey Burke (Deputy Head Teacher and Early Years and KS1 lead)
- Mr Liam Spires (KS2 lead)
- Mrs Barbara Taylor (SEND Governor)

