



# ST. JOHN THE BAPTIST'S COLLEGE

## SPECIAL EDUCATIONAL NEEDS POLICY

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# **St John the Baptist's College**

## **Special Educational Needs Policy**

### **1. Introduction**

St John the Baptist's College is a secondary school for boys and girls, 11-16. The aim of the school is to provide opportunities for all students, enabling them to develop their talents and skills so they can realise their full potential, academically, socially and personally.

The school recognises that some pupils admitted to the school may have special educational needs.

A pupil is regarded as having special educational needs if he/she has a learning difficulty which requires special educational provision to be made for him/her.

A pupil is regarded as having a learning difficulty if he/she has significantly greater difficulty in learning than the majority of children of his/her age group or he/she has a disability which prevents or hinders him/her from making use of the educational facilities available in the school.

We are committed to working in partnership with our parents to ensure that all pupils achieve their full academic potential. We value parental involvement and contribution to all aspects of the Special Educational Needs Procedure.

### **2. Definition of Special Needs and Disability Definition of SEN**

"Special Educational Need" is defined as "*a learning difficulty which calls for special educational provision to be made*"

A child has a *learning difficulty* if he has significantly greater difficulty in learning than the majority of children of his age and/or has a disability which either prevents or hinders him from making use of educational facilities generally provided for children of his age in ordinary schools. (CoP Par. 1.4)

#### **Definition of Disability**

"Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities."

Part 1 of Disability Discrimination Act 1995

### **3. Objectives**

The objectives of the school are to identify the special educational requirements of pupils admitted to the school and to make reasonable provision to meet these needs within the context of a secondary school and within the limits of the resources available.

#### **4. The Code of Practice**

The school will apply the 5-stage approach cited in the Code of Practice for identification of pupils having learning difficulties, the assessment of their special educational needs and the making of appropriate special educational provision deemed necessary to meet these needs.

## **5. Roles and Responsibilities**

### **Board of Governors**

- Implementation and monitoring of the SEN Policy having regard to the Code of Practice.

### **Principal**

- The Board of Governors, should in co-operation with the Principal, determine the school's general policy and approach, establish appropriate staffing and funding arrangements and maintain general oversight of the school's work.
- The Principal has responsibility for the day-to-day management for all of the school's work, including its SEN/disability provision, and should keep governors informed and work closely with the SEN co-ordinator.

*(Adapted from the Code of Practice on the Identification and Assessment of Special Educational Needs 1998 Pages 4 & 5)*

### **SENCO**

- Have responsibility for the day-to day operation of the school's SEN policy.
- Co-ordinating SEN/disability provision.
- Maintain the SEN/disability register, with records on pupils with special educational needs/disability.
- Liaise with parents of children with special educational needs/disability.
- Hold annual review meetings with parents liaising with external agencies: Social services, Careers advisors, educational psychologist etc.
- Hold transition meetings for pupils in year 10 and 12.
- Respond to requests for advice from other teachers.
- Liaise with external agencies
- Establish the SEN in-service requirements of the staff, and contribute as appropriate to their training.
- Assess students for Access Arrangements and provide evidence for the Examination officer where appropriate.

### **Teacher**

All staff shares the responsibility for pupils with SEN/disability. It is the duty of all teachers to work closely with the SENCO to ensure the early identification of pupils with SEN/disability.

- Responsible for meeting the needs of children in their class.
- Present material appropriate to the pupil's age, maturity, learning need/disability.
- Identify barriers to learning.
- Set subject specific targets.

- Complete Individual Education Plan (IEP) to include teaching strategies and monitoring and review.
- Review IEP and suggest new targets.
- Collect evidence of achievement of targets.
- Direct classroom assistants on a daily basis.
- Liaise with the SENCO to meet the needs of the pupil's.

- Use the Good Practice Guidelines to inform teaching and learning.

### **Heads of Department**

- Ensure that all teachers within a department implement IEP's fully.

### **Examinations Officer**

- Organise Access Arrangements for students with Special Educational Needs.
- Communicate with the Examination Board.
- Keep evidence of need on file.

### **Classroom Assistant/Domestic Assistant**

- Work in partnership with the teacher.
- Should be fully involved in children's provision, monitoring and reviews under direction of the teacher.

### **Pupils**

- Involvement in learning.
- Take responsibility for learning.
- Experience success.

### **Parents**

- Are informed and encouraged to be fully involved in supporting their child's learning working in partnership with the school.

## **6. Admissions**

The admission arrangements with respect to the majority of pupils with special educational needs are consistent with the school's general arrangements for all other pupils.

Children with statements of special educational needs are placed in schools at the request of the Education and Library Board.

When seeking to place a pupil with a statement, the Board will take into account the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement.

This is in line with SENDO legislation.

## **7. Identification Assessment and Review**

All staff are responsible for the identification of pupils with SEN through professional judgement, testing, information gleaned from parents, previous teachers etc.

Teachers may report a concern via an email to the SENCO.

If a pupil is referred to the SENCO, he will send round an interim report form to all teachers involved with the pupil asking them to

highlight concerns, identify strengths and weaknesses and provide evidence to support their concerns.

- Reading and spelling tests are carried out in September of each year, GL assessment and or Suffolk Reading and Spelling tests.

Students who are found to be below the accepted norms will be placed on the SEN Register and parents will be informed. These accepted norms are dictated by the Southern Education and Library Board and are based on Standardised Scores.

IEP's will be drawn to address the needs of the pupil. A sample copy is shown as appendix 3.

IEP's will run in two cycles. Cycle one will start by the end of September and be reviewed in February. Cycle two will start in February and be reviewed in June.

After review students may progress through stages 1-5.

Responsibility for pupils within stages 1-3 lying at school level (with support from outside agencies) and with Boards and Schools at stages 4 and 5. Reviews of EP's focus on educational outcomes and inform future planning. At this point there may be movement up or down through the stages of the Code of Practice. A more detailed outline may be found in the appendix

## **8. Record Keeping**

All information will be treated with absolute confidentiality. Pupil folders, statements, tests and reports from outside agencies will be held by the SENCO in a secure place. It is the responsibility of teachers to ensure that they record and keep evidence of pupils achieving their targets.

## **9. SEN Monitoring and Evaluation Process**

The SEN Register will be updated on a weekly basis as the need arises. An annual review will take place through information received from monitoring and evaluation systems in school. The following indicators will be used:

- SEN pupil attendance.
- Number of pupils moving up, down or off the register.
- % of pupils achieving EP targets.
- Samples of pupils work.
- Lesson observations.
- Using Baseline data such as MIDYS and Yellis.
- Tracking sheets for assessments.
- Impact of training, advice and support from external agencies on strategies and provision monitored using staff questionnaires.
- Involvement of pupils/parents monitored.
- Use of SEN classroom assistants evaluated.
- Inclusion in all areas of school life e.g. school trips, productions, sports days
- Provision for statemented children ... reviewed annually and provision amended as required.
- Transition plan review for statemented pupils – SELB transition officer support.
- SEN overall review annually through information retrieved through monitoring and evaluation systems in school.

## **Professional Development and**

### **Partnerships Professional Development**

- Principal oversees professional development of **all** staff in consultation with the SENCO

- Ensures necessary training e.g. medical, moving and handling if required
- Those who attend courses disseminate and share knowledge with other staff
- Record kept of staff training

### **Partnerships Internal partnerships**

- Meetings with principal, SENCO/class teachers/classroom assistants.

### **External partnerships**

- Liaison with other board support services (support from SPLD, EBD, Autism, Lang and Com)
- Health and social services.

### **Partnership with parents**

- Positive relationships developed.
- Welcome to contact school if they have concerns.
- Involvement at all stages of CoP and EP involvement.
- Sharing of knowledge.

### **Pupil participation**

- Good relationships promoted.
- Involved in decision making process.
- Positive self-esteem fostered.
- Their views sought.
- Targets are known.
- Opportunity to experience and celebrate success.

## **10. Procedures for addressing concerns**

Follow the normal procedure for complaints within the school. Use the SELB Advice and Information Service Use the Dispute Avoidance and Resolution Service (DARS). This service came into effect from 1st September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO)

## **11. Qualifications**

The SENCO (Mr Lynch) has completed Access Arrangement Training offered by CCEA in June 2010 and attends SEN cluster meetings and training courses every year.

## **12. External Partnerships**

The SENCO will take the lead role in liaising with other board support services.

This policy will be reviewed in the light of changes in  
Draft 2016/2017

legislation or practice. This will happen in consultation with all staff members.

## **Appendices**

1. Assessment procedures
2. Summary of the Code of practice
3. Stage 3 / 4 referral documents
4. Advice and Information Service Leaflet
5. DARS Leaflet
6. Roles and responsibilities of SENCo

### **Useful Websites**

#### **SEN Advice & Information Service**

Regional Website:

[www.education-support.org.uk](http://www.education-support.org.uk) SELB Special

Education Website:

[www.selb.org/specialeducation](http://www.selb.org/specialeducation)

[www.belb.co.uk](http://www.belb.co.uk)

[www.neelb.org](http://www.neelb.org)

[www.seelb.org](http://www.seelb.org)

[www.welbni.org](http://www.welbni.org)

#### **Department of Education**

[www.deni.gov.uk](http://www.deni.gov.uk)

#### **Equality Commission for Northern Ireland**

[www.equalityni.org](http://www.equalityni.org)

#### **Association for Spina Bifida and Hydrocephalus (ASBAH)**

E-mail:

[niro@asbah.org](mailto:niro@asbah.org)

Website:

[www.asbah.org](http://www.asbah.org)

#### **Northern Ireland Dyslexia Association**

E-mail:

[help@nida.org.uk](mailto:help@nida.org.uk)

Website:

[www.nida.org.uk](http://www.nida.org.uk)

#### **British Deaf Association**

E-mail:

[northernireland@signcommunity.org.uk](mailto:northernireland@signcommunity.org.uk)

Website: [www.britishdeafassociation.org.uk](http://www.britishdeafassociation.org.uk)

#### **Down's Syndrome Association**

E-mail: [downs-syndrome@cinni.org](mailto:downs-syndrome@cinni.org)

Website: [www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)

[www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)

#### **PAPA (Parents And Professionals & Autism)**

E-mail:

[info@autismni.org](mailto:info@autismni.org)

Website:

[www.autismni.org](http://www.autismni.org)

#### **Epilepsy Action**

Website: [www.epilepsy.org.uk](http://www.epilepsy.org.uk)

**KIDS**

Website: [www.kids-online.org.uk](http://www.kids-online.org.uk)

**RNID Northern Ireland**

E-mail:

[informationline@rnid.org.uk](mailto:informationline@rnid.org.uk)

Website: [www.rnid.org.uk](http://www.rnid.org.uk)

**RNIB Northern**

**Ireland** E-mail:

[rnibni@rnib.org.uk](mailto:rnibni@rnib.org.uk)

Website:

[www.rnib.org.uk](http://www.rnib.org.uk) **SENSE**

**Northern Ireland**

E-mail:

[nienquiries@sense.org.uk](mailto:nienquiries@sense.org.uk)

Website: [www.sense.org.uk](http://www.sense.org.uk)

**Disability Action (Northern Ireland)**

E-mail: [hq@disabilityaction.org](mailto:hq@disabilityaction.org)

**NICCY**

(Northern Ireland Commissioner for Children and Young People) E-mail: [info@niccy.org](mailto:info@niccy.org)

Website:

[www.niccy.org](http://www.niccy.org)

**Mencap**

[www.mencap.org.uk](http://www.mencap.org.uk)

**Contact a Family Northern**

**Ireland** E-mail:

nireland@cafamily.org.uk Website:

[www.cafamily.org.uk/nireland](http://www.cafamily.org.uk/nireland)

**British Association for Teachers of the Deaf (BATOD)**

Website: [www.batod.org.uk](http://www.batod.org.uk)

**The National Deaf Children's Society in Northern Ireland**

E-mail:

[nioffice@ndcsni.co.uk](mailto:nioffice@ndcsni.co.uk)

Website: [www.ndcs.org](http://www.ndcs.org)

**The Cedar Foundation**

E-mail: [Info@cedar-](mailto:Info@cedar-)

[foundation.org](http://foundation.org) Website:

[www.cedar-foundation.org](http://www.cedar-foundation.org)

**AN A – Z OF TERMS USED IN SPECIAL EDUCATION A GUIDE FOR PARENTS**

All children have needs and many children experience some type of difficulty at school during their educational careers. One in five children will need some kind of extra help at school at some time.

This is an A – Z of terms you may encounter when talking about special educational needs. You will also find information about Special Education on the Special Educational Needs Advice and Information websites –

**Regional Website:** [www.education-support.org.uk](http://www.education-support.org.uk) and **SELB Website:** [www.selb.org/specialeducation](http://www.selb.org/specialeducation) or by phoning the SELB Special Educational Needs Advice and Information Service on **028 3752 5691**.

**Annual Review of Statement**

An Annual Review of your child's special educational needs must be made at least once a year. It is to confirm that the Statement of Special Educational Needs continues to be valid, and to check on your child's progress throughout the year. All of the professionals involved with your child will be invited to attend or to provide information.

**Code of Practice**

This is produced by the Department of Education. It has been written to guide the school and the Educational Board. It gives Draft 2016/2017

guidance about the help that they should offer to children, and the Board and the school should refer to this when they are working with yourself and your child. There should be a copy of the Code of Practice in your child's school and there should be the opportunity for you to see this to inform you about Special Educational Needs provision.

**Supplement to the Code of Practice**

This is also produced by the Department of Education as a result of new legislation - SENDO (NI) 2005. It provides additional guidance on new responsibilities for schools and Education and Library Boards.

### **Educational Psychologist**

This is a professional who has had previous experience as a teacher. They have specialised in how children learn and behave. They will work in partnership with parents, children and the teachers to help children overcome the difficulties they may have.

### **Health Visitor**

The Health Visitor is someone who you will have already had contact with when your child was small. They have been trained in child development. They may be attached to your doctor's surgery and will have assessed your child at regular intervals. They are friendly and approachable. They may visit you in your home to give you advice and support.

### **Education Plan (EP)**

This is a plan produced specifically for your child. It is a plan outlining what will be taught to the child with special educational needs. It sets realistic, achievable targets for your child. There is also a timescale showing when the targets set are expected to be achieved. There will be regular reviews. You, as parents, are invited to attend the review meetings and contribute your views. All of the professionals involved in drawing up and implementing the EP will attend the review meeting.

### **Classroom Assistant/Learning Support Assistant**

These are the people that help the teacher to ensure that your child's special educational needs are supported where this is required and that the targets outlined in the EP are addressed. They are under the direction of the class teacher or the SENCO. They help to implement your child's EP. They should be involved in the review of your child's EP if they have been involved with your child.

### **Disability**

A person with a disability is someone who has a physical and mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.

### **Learning Difficulty**

This is a significantly greater difficulty in learning than the majority of children of the same age or may apply to a disability that prevents or hinders the use of every day educational facilities.

### **Named Board Officer**

This is someone who works for the Board in relation to the Statutory Assessment and Statementing processes. They will

know about your child's  
Statutory Assessment and they will be able to speak with you about  
it and about the Proposed Statement of Special Educational Needs  
or Note-in- Lieu.

**Note-in-Lieu**

This is a detailed report sent to you if your Board has  
completed a Statutory

Assessment but has decided not to issue a Statement.

### **Occupational Therapist**

The Occupational Therapist contributes to the Statutory Assessment and statementing processes, giving advice which reflects the child's abilities in the areas of functional skills which may involve fine motor, perception, sensory, self-care and independence skills. The therapist will advise on how these skills will impact in accessing the curriculum and identify any specific equipment needs within the educational environment or adjustments which may be required to help the child access education.

### **Pediatrician**

This is a doctor who specialises in working with children and provides Medical advice to the Board when your child is undergoing Statutory Assessment or has a Statement of Special Educational Needs.

### **Physiotherapists**

Physiotherapists use a wide range of skills to assess, rehabilitate and advise people who are in pain or who have lost some movement and/or functional ability through accident, aging or illness. They work with some children who have disabilities and/or special educational needs and provide advice for the Statutory Assessment and statementing processes. For some children this may include the need for specialist equipment.

### **Specialist Advisory Teacher**

This is someone who has specialist knowledge of differing difficulties. There are teachers who specialise in teaching children with hearing difficulties or those with sight impairment, for example, as well as Down syndrome, preschool children and those with specific learning difficulties. They will be able to support, advise and co-ordinate the teaching of these children in the mainstream classroom.

### **Special Educational Needs**

A child is deemed to have special educational needs if he or she has a learning difficulty which calls for special educational provision to be made.

### **Special Educational Needs Advice and Information Service**

The aim of the Advice and Information Service is to ensure that parents of children with Special Educational Needs (SEN) know where and how to access information and advice in relation to the needs of their children so that they can make appropriate and informed choices and decisions. An Advice and Information Service

has been set up in each of the five Education and Library Boards. You will find information about Special Educational Needs, the 5 stages of the Code of Practice, frequently asked questions and useful publications on the regional website.

On the SELB website you will find information on SELB Special Education Services and provision and useful contacts and publications.

**Website**

Most of the Advice and Information is available on a Regional WEBSITE [www.education-support.org.uk](http://www.education-support.org.uk) with local links and information for each

Education and Library Board. The SELB WEBSITE is [www.selb.org/specialeducation](http://www.selb.org/specialeducation).

If you prefer to speak directly to the Advice and Information Officer in Southern Education and Library Board please contact Mrs Mildred Morrison on ♦ 028 3752 5691.

### **Special Educational Needs Co-ordinator (SENCO)**

The SENCO is a teacher within your child's school. It may be that your child's teacher or another teacher or the School Principal is the SENCO. He/she supports the other teachers in the school to devise Education Plans and work materials to help the children. All mainstream schools must have a SENCO.

### **Special Educational Needs and Disability Order (SENDO)**

This legislation strengthens the rights of children with special educational needs to access mainstream education and provides pupils with disabilities with protection against disability discrimination in their education.

### **Special Educational Needs Register**

This is a confidential document of all of the children in the school who have special educational needs. All schools must keep a register of all children with special educational needs.

### **Special Education Provision**

This is provision which is different from the provision generally made for children of a comparable age.

### **Speech and Language Therapists**

Speech Therapists work with those involved in the teaching and learning of individual children who have speech and language difficulties. They also advise parents, giving them strategies to improve their child's communication difficulties. They may also help the individual child in school or contribute to a speech and language programme which the teacher delivers in class. The Speech and Language Therapist contributes to the Statutory Assessment and statementing processes by providing advice on a child's speech and language difficulties.

### **Statement of Special Educational Needs**

This is a legal document. It states exactly what a child's special educational needs are and the way in which the Education Board will provide help to meet the needs of your child. Approximately 2% of children will have needs which require a Statement.

**Statutory Assessment**

This is the way in which your Education Board will find out all of the information it needs to decide how best to help your child. This assessment will help them to decide whether or not to issue a Statement of Special Education Needs. This is a multi-disciplinary assessment.

**Transfer Procedure - Admissions to Post-Primary Schools**

Statemented children do not generally sit the transfer test. Post- Primary Placement is decided by the Education and Library Board in consultation with parents.

## **Transition Plan**

The first Annual Review after a young person's 14th birthday (and any subsequent Annual Reviews) will include a Transition Plan drawing together information from a range of individuals within and beyond school in order to plan coherently for a young person's transition to adult life.

The Transition Annual Review will usually include the attendance of a Careers Officer.

## **How do I identify if my child has Special Educational Needs?**

You may notice at home that your child is different to your other children. All children develop at different rates but you know your child best. You are with him more than any other person. Things you might notice are:-

- a difficulty with reading, writing or maths;
- a difficulty with sight, hearing or in some kind of speech delay;
- a behavioural difficulty;
- an emotional difficulty.

There are more obvious health problems that may affect your child's ability

to learn. These include:-

- a physical disability;
- a medical problem;
- a major health problem.

When your child starts school you might want to mention your concerns to the class teacher. He/she will not dismiss your fears as silly worrying.

There will be a period of in-class assessment and you should be kept informed at every stage in the process.

## **My child doesn't seem to be making progress. What should I do?**

Firstly, speak to your child's class teacher. He/she will talk to you and suggest alternative ways in which to help your child. One suggestion may be that your child should be placed on the Special Educational Needs Register. This is a list of all of the children in the school that have special needs. This list is kept by the SENCO and forms the first stage in helping your child at school.

## **The process of assessing Special Educational Needs**

When your child's difficulties have been noticed by the class teacher, or brought to their attention by yourself, they will start the process of assessment. This is split into **5** distinct stages:-

### **Stage 1**

- The class teacher will talk to your child.
- He/she will also want to discuss things with you.
- The class teacher will then write down any concerns there are about your child's progress. This is kept as a record or your

- and the school's views on your child's needs and difficulties.
- The SENCO will then be informed about your child.
  - The class teacher and the SENCO will collect information about your child from all school sources. This may involve support staff as well as the class teacher and the SENCO.

- A strategy will be developed to help your child and to also set targets for him. You will be informed as to the scope of the targets.
- There will be regular checks made on your child's progress against these targets and you should be kept informed of your child's results.
- There will be ideas discussed with you as to how you can help your child at home.

Many children do not move from this initial register of concern or they may be removed from the Special Educational Needs Register altogether.

### **Stage 2**

A proportion of children move on to Stage 2. The school will discuss with you any worries they may have and suggest moving your child to Stage 2. The SENCO will become increasingly involved with your child and will do the following:-

- Talk to your child.
- Talk to you.
- Talk to all the other teachers involved in teaching your child and all of them that know your child.
- They will collect information concerning your child from outside agencies such as your family doctor who know about your child.
- Draw up an Education Plan (EP).
- They will keep a check on your child's progress and should keep you informed.

Many children who are placed at Stage 2 do not need any further special help. If this is not the case, the school will suggest that the next step will be for your child to be moved to Stage 3.

### **Stage 3**

- This stage marks the intervention of outside specialists who may be asked into the school to provide them with help and advice. It is possible that your child would benefit from the help of a specialist teacher or someone such as an Educational Psychologist. You must be informed at all stages about who is involved in helping you child.

The school's SENCO will then use all of the information gained from all sources to decide how your child can be given further help. All of the specialists involved and the teachers will draw up another new EP. This will be more detailed than its predecessors.

As at all stages in the process there will be detailed records kept of your child's progress. You should be kept informed and invited to all Review Meetings concerning your child.

#### **Stage 4**

After some time at Stage 3 your child may not have made as much progress as expected. This means that a detailed assessment of your child's needs is instigated. This is Stage 4. It involves all of the professionals that have come into contact with your child. Because of this multi-agency involvement, it takes **6 months** to complete. This will only happen after lengthy discussion with you. Once the assessment has been completed, your Education Board may say that they wish to draw up a Statement of your child's needs. They may decide to provide your child with additional support.

#### **Stage 5**

If appropriate, the Board writes a Statement of Special Educational Needs. It arranges monitors and reviews provision as outlined in the Statement.

The Statement is a legal document which describes the child's needs and how these are to be met. All of the advice obtained and taken into consideration during the assessment process is attached to the Statement.

Do try to make the time to be fully involved in the process. You should be consulted and your views noted. If this does not seem to be the case:-

- Try to talk through your feelings and thoughts with your child's class teacher or the teacher in the school that has a special responsibility for Special Educational Needs. He/she is called the Special Educational Needs Co-ordinator (SENCO).
- Ask for an appointment to see the school Principal.
- Get in touch with your Education Board – you can contact the Board's Advice and Information Service about Special Educational Needs and the Services the Board provides on a Regional WEBSITE [www.education-support.org.uk](http://www.education-support.org.uk) with local links and information for each Education and Library Board. The SELB WEBSITE is [www.selb.org/specialeducation](http://www.selb.org/specialeducation). If you prefer to speak directly to the Advice and Information Officer in Southern Education and Library Board please contact Mrs Mildred Morrison on ☎ 028 3752 5691. If your child is at Stage 4 or 5 of the Code of Practice they will have a named Board Officer who will be able to explain the Statutory Assessment and Statementing Process to you and can arrange to meet with you.
- Contact a Parent Governor. They are there to represent you and to voice your concerns at meetings of the school's

Governing Body.

**\*Don't Forget\***

**You play a vital role and your attendance at meetings with the teachers involved in providing help and support for your child will help your child. Do not be afraid to say if you are unhappy with what is happening. If you are concerned or unclear about any of the procedures or terms, ask! The teacher will be only too happy to help.**

## **How Can You Help Your Child?**

- Ask the school exactly what their concerns are and what specific problems your child has. Ask for suggestions of activities you could do at home that would support him or her. The school may well have resources which can help you, just ask.
- Ask for a copy of your child's Education Plan if your child has one, or any planning that will tell you about the work he or she will be doing in school.
- Arrange a meeting so that you can talk to a teacher and, if you wish, to the Principal or SENCO in the school. Discuss your and the school's concerns and, with your child involved, set targets which will make your child succeed. Remember no to set too many targets, and make sure that they can be achieved. Don't set your child up for failure. Let your child know that home and school are working together. This is a most important message.
- Do lots of activities with your child. The more experiences children have, the more they are stimulated to learn. If you can, go to the shops together, to the museum, the library, swimming, the cinema – anything and everything helps!
- Share books, magazines, comics and newspapers with your child at every opportunity. Talk about stories, pictures and characters. Read to and with your child. Enjoy the experience and their company. Make it cosy and close so that you can both look forward to it.
- Talk to your child as much as possible. Have conversations that make him or her talk and listen, both are essential skills. Play around with words and ideas. Encourage your child to talk about television programmes, games, experienced, likes and dislikes – in fact, anything at all!
- Celebrate your child's strengths. All of us are good at something and being praised makes us feel better about ourselves. Children who feel good about themselves perform better at school – and at home. Remember you are the person they value the most, and your opinion about them is the one they are most anxious about. Let your child know how proud you are of what they already do well, and reassure them that you will support them in building up any areas of difficulty.

### **Introduction**

Many children have special educational needs at some stage of their development. A child has '*special educational needs*' if he/she has a learning difficulty, which calls for special educational provision to be made for him/her. This means a child may require extra support to help him/her.

### **Aim**

The aim of the Advice and Information Service is to ensure that parents of children with Special Educational Needs (SEN) know where and how to access information and advice in relation to the needs of their children so that they can make appropriate and informed choices and decisions.

An Advice and Information Service has been set up in each of the five Education and Library Boards.

### **Website**

Most of the Advice and Information is available on a Regional WEBSITE [www.education-support.org.uk](http://www.education-support.org.uk) With local links and information for each Education and Library Board.

The SELB website is [www.selb.org/specialeducation](http://www.selb.org/specialeducation).

If you prefer to speak directly to the Advice and Information Officer in Southern Education and Library Board please contact Mrs Mildred Morrison on ☎ 028 3752 5691

### **SOUTHERN EDUCATION AND LIBRARY BOARD Special Educational Needs Advice and Information Service**

#### **For information on:**

- **Specific Special Educational Needs**
- **Regional and local support agencies and services**
- **The statutory assessment process**
- **Educational support for children with special needs**

#### **Regional Website:**

[www.education-support.org.uk](http://www.education-support.org.uk)

#### **SELB Special Education**

#### **Website:**

[www.selb.org/specialeducation](http://www.selb.org/specialeducation)

Mildred Morrison 028 3752 5691