

What is the Code of Practice?

The code of practice is a guide given by the government for schools to meet the individual needs of the children who have been identified with Special Educational Needs (SEND). The school will ensure that any action that needs to be taken will be done as early as possible with the support of parents or carers.



Where can I find out more?

The accessibility plan and SEND & Inclusion Policies are available on our school website. They can be found on the Inclusion page where you can also find useful links and websites to access. You can also contact one of our team via email or by dropping in once you have dropped your child off.

Who can I speak to in school?

Class teachers will share your child's profile with you. This will be updated termly.

- ◇ Mrs Healy- Inclusion Leader
a_healy@manorpark.coventry.sch.uk
- ◇ Miss Holloway - SENDCo
s_holloway@manorpark.coventry.sch.uk
- ◇ Mrs Dhothar - Learning Mentor
s_dhothar@manorpark.coventry.sch.uk



How can I help my child?

- Talk to your child, find out how they are feeling
- Reading with your child
- Give them time and space to relax and unwind - periods of rest help to reactivate the brain

Where can I get additional support?

- Contact one of our team - we are always happy to help
- SENDIASS (Parent Partnership) service
<https://www.covsendiass.co.uk/>

Parents' Guide to Special Educational Needs



Soar to Success

Why would your child be put on the Special

Educational Needs (SEN) list?

If your child has more difficulties than most children their age with:-

- Learning or memory
- Social and emotional regulation
- Physical, sensory or medical difficulties requiring classroom support or modifications

What happens next?

- We will talk to you, and you will be involved in each stage
- First discuss your concerns with your child's class teacher, and then the SENDCo (Special Educational Needs Co-ordinator)
- A member of the inclusion team will talk to the class teacher and observe your child in the class. Following on from this, your child may be placed on the SEN register and referred for support/advice from an outside agency such as SEMHL, CCT or SALT
- A pupil profile is written by the class teacher, this will be shared with you and reviewed termly
- Support will be given to meet achievable targets either by the class teacher, teaching assistant and/or external agencies
- Someone from the inclusion team will contact you to see how things are going

What is a graduated approach?

Pupils will follow a graduated approach for support, this starts with universal which is where all pupils receive Quality First Teaching from our skilled teachers. At times, some children need some additional support for specific difficulties. These children will have a pupil profile. For those children with significant difficulties, of which we have a very small number, an Education Health and Care Plan (EHCP) will be produced in consultation with the local authority.



What is a Pupil Profile?

Children on our SEND register have a pupil profile. This ensures all staff working with them are clear of their needs so that they can provide high quality support in all lessons.

The SENDCo will meet teachers to support the writing and reviewing of these. Any advice from specialist teachers will form part of this document. Teachers will meet you termly to discuss your child's progress and review their targets.

What is Statutory

Assessment?

If your child is still having difficulties meeting their age-appropriate levels of development despite support, it may be necessary to request a Statutory Assessment from the Local Education Authority. This may result in an Education, Health and Care Plan (EHC Plan). This is a legal document which describes the specialised provision your child requires. These are reviewed annually. We will inform you if this is something we feel is necessary for your child.

Who will help my child in school?

- Class teachers know your child and make adaptations to lessons and learning to ensure they achieve well
- Learning support assistants provide support within lessons
- The inclusion team works with staff and children to ensure provision and support matches need
- Specialist teachers can carry out assessments, work with children and give advice to teachers and families.