

# Special Educational Needs (SEN)

*A child or young person has SEN if they have a **learning difficulty or disability** which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

*has a significantly greater difficulty in learning than the majority of others of the same age*

*or*

*has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

## [Definition of Special educational needs \(SEN\) in the SEND Code of Practice: 0-25 years \(July 2014\)](#)

The school has a clear procedure for identifying and supporting children with special educational needs. In the first instance the class teacher will provide quality first teaching to address any issues of children not making sufficient progress through the regular monitoring of all children in their class. If the child is still making less than expected progress the class teacher and Special Educational Needs Co-ordinator (SENCo) will gather evidence to determine whether the child has SEN. This is the start of the graduated response process- assess, plan, do and review. At this stage we will also aim to seek the views of the parents and, if appropriate, the child themselves.

If it is decided that the child has SEN the class teacher and SENCo will create an Intervention Plan to show clearly the areas of need and what will be done to address them. There are four broad areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four areas will be reflected in the Intervention Plan. The parents/guardians will be involved in this process. It may also be appropriate to seek external professional support at this stage, for example from the Educational Psychologist or speech and language services. The review of the plan will take place approximately once a term to judge if the interventions are being successful and what the appropriate next steps should be. At all times we will aim to share Intervention Plans with parents and, if appropriate, the child.

For more information, please contact

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