

A Guide to the Special Educational Needs Register at OLOR



What is the SEN Register?

The SEN register is a list of children who, for reasons detailed below, are receiving additional teaching or support alongside their everyday classroom teaching. The list is fluid and children can be added and removed as appropriate, according to the guidance outlined in the SEND Code of Practice.

How is it decided that a child will be added to the register?

Schools must use a 'Graduated Approach' when making the decision as to whether a child needs to be added to the SEN register. This is known as the Assess, Plan, Do, Review Cycle.



This means that teachers and the school's SENCO (Mrs Groves) will work together to do the things that they believe will best support the child, and then review the outcomes of these interventions. Your child may have been on a monitoring form and school now feel further support would be beneficial. Evidence for all stages of this cycle comes from observations, progress and attainment data, scrutiny of work produced, discussion between teachers and SEN support staff, and the views of parents and carers.

In instances where a child is receiving high-quality provision (both in class and additional) but their progress is still of concern, teachers and SEN support staff then make use of specialist assessment tools to identify specific gaps in learning or areas for development. This information is then used to plan the most appropriate intervention and, when necessary, will involve the expertise of outside professionals (with consent).

This definition of SEN may be useful:

Special Educational Needs (SEN) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Around one in five children has SEN at some point in their school years. Some children have SEN right through their time in school. SEN covers a broad spectrum of difficulty or disability. Children may have wide-ranging or specific problems. For example, a child might have difficulty with one area of learning such as letters or numbers, or they might have problems relating to other children, or to adults. Having English as a second language is not considered by law to be a SEN. (BBC Schools 2015).

Once my child has been added to the SEN register, what happens?

Your child will receive the additional support necessary in order for them to progress as outlined in the Assess, Plan, Do, Review Cycle, known as their Individual Educational Plan (IEP). This may take place in the classroom with a teaching assistant, or may take place with an additional member of staff. Your child's progress within the intervention and in class is then closely monitored and recorded. If your child makes sufficient progress and staff and parents feel that any 'gaps' in their area of need have been closed or that they are managing to access work and school without the support, then it is possible for the child to be removed from the SEN register.

What sort of support do children on the SEN register receive?

Support varies greatly and covers both curriculum based knowledge (such as Maths and English) and personal or behavioural needs. You will be informed as to the type of support that your child is receiving.

Support includes:

- Writing – sentence structure, punctuation, grammar, handwriting
- Spelling
- Reading – word reading and comprehension
- Mathematics – arithmetic, mathematical processes, reasoning
- Speech and Language
- Emotional support – recognising and understanding emotions, controlling strong emotions, communicating feelings to others
- Social skills support – turn taking, eye contact, following rules
- Physical development

As part of the review progress you will have three meetings a year with your child's class teacher via School Cloud. This will be an opportunity to review current targets and set new targets.

Should I be worried?

Absolutely not, your child being identified as having a special educational need is not a negative thing. It simply means that any gaps in their learning or needs around their social and emotional health has been identified and is being effectively managed. It is far better to have your child's learning be monitored and tailored to them, than to allow them to struggle in any area of learning. If ever you have any questions or concerns about your child or their provision, it is your right to speak with their class teacher and/or the school's SENCO.

Where can I find more information?

The best people to speak are Mrs Groves (SENCO) or class teachers at school. They know precisely the support that your child is receiving and will be glad to answer any questions that you have. It can be very easy to research things on the internet and come across information that is either not correct, or not relevant to your child. There is also an impartial service in Trafford called SENDIASS that you can contact for further advice. Please see our school website for further information.