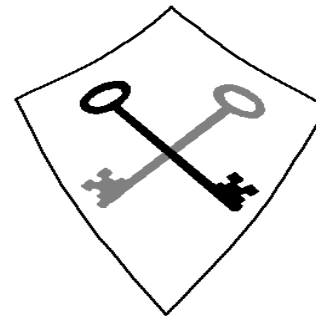


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Special Educational Needs and Disabilities  
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# Special Educational Needs and Disabilities Information For Parents



### Meeting your child's needs at SEN school support

If your child is identified with having additional needs then they will be added to the SEN list and they will be listed as being at *SEND Support level*.

If your child has been identified as having SEN, it is because either you or your child's teacher thinks there may be a problem at school.

This could be because your child is:

- not making progress in school work
- finding school work difficult  
or
- there are concerns about behaviour
- other difficulties

When your child is identified with SEND, parent and teachers discuss the problem and work together to help your child. Your child's progress will be reviewed with you after an agreed time.

### SEN school support

This is the initial stage of identifying your child's difficulties with a more focused approach. Your child's teacher, with support from the school SENCO, will plan and implement an Individual Learning Plan (ILP). This plan will specify:

- short-term measurable outcomes for your child
- the teaching strategies to be used
- the date of the review and the outcome of the action taken.

Your child will follow the ILP for as long as progress is being made.

Your child may have a series of ILPs to overcome any difficulties.

If your child fails to make progress on an ILP, an earlier review will be made in order to re-plan the ILP. Sometimes though, even this fails and if your child continues to struggle and make little or no progress, then the next phase of action will be considered.

At this next phase your child may require *Additional Support*



### Additional information for parents of pupils who require Additional Support

This stage is characterised by the involvement of external support services who can:

Help early education settings and schools with advice on ILPs and outcomes, provide more specialist assessments, give advice on the use of new or specialist strategies or materials and, in some cases provide support for particular activities.

Your child may have sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.

Your child may have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If your child fails to make progress with this Additional Support, it will then be necessary for the school, in consultation with you and any external agencies already involved, to consider whether additional funding is required from the Local Authority. A Pupil Funding Agreement (PFA) can be applied for. This is however a temporary type of funding which will be reviewed at the end of the academic year. The review will involve parents, child, teaching staff, SENDCO and any outside agencies that are involved with your child where appropriate. If your child requires a more permanent type of funding then an Educational Health Care Plan may be appropriate.

### Additional information for parent with pupils who have an Education and Health Care Plans (EHCP)

An Education and Health Care Plan (EHCP) is the next stage in SEND. It will set out the support that your child needs and how your child will be supported. In order for a pupil to be given an Education and Health Care Plan (EHCP), the education sector and health care services must work together to generate the plan. The outside agencies that are involved will still be required to support your child at this stage. The EHCP must be reviewed at least once per year to ensure that the plan is relevant for your child.

