

Where to go for more information

Contact the school

If you have any questions about the support your child is receiving, or about SEN more generally, please speak to your child's class teacher who may make a referral to our SENCo, Mrs S Slade. Your class teacher is the most important person to ` concern with. The school SENCo may support parent/teacher discussions to agree next steps and appropriate provision to meet need, in line with school graduated response.

See our website

The school's SEN policy and information report set out more detailed information (currently under review and being updated) about the support available for children with SEN and disabilities.

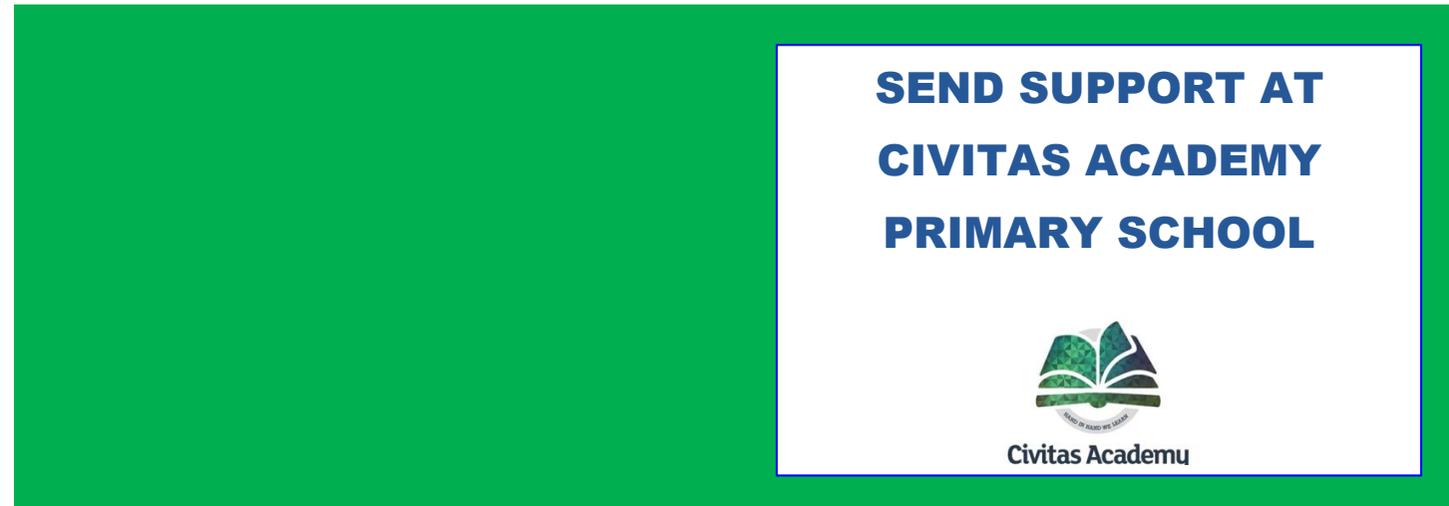
You can access this information on our website.

www.civitasacademy.co.uk

External links

The government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this leaflet:

- **SEND Code of Practice: 0 to 25 years**, GOV.UK – DfE https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- **SEND: a guide for parents and carers**, GOV.UK – DfE https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_education_al_needs_and_disabilites_guide_for_parents_and_carers.pdf
- IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities: <https://www.ipsea.org.uk/home>
- IASS also offers SEND support to parents: www.readingiass.org



Glossary of terms

EHC plan - education, health and care plan
LDA - Learning difficulty assessment
SEN - special educational needs
SENCO - SEN co-ordinator
SEND - SEN and disability
ILP – Individual Learning Plan
GLP – Group Educational Plan

What is SEN?

Some children find learning more challenging than others and may need extra support to achieve their full potential. They may need extra provision and be monitored on the SEND register.

For example, they might have difficulty with:

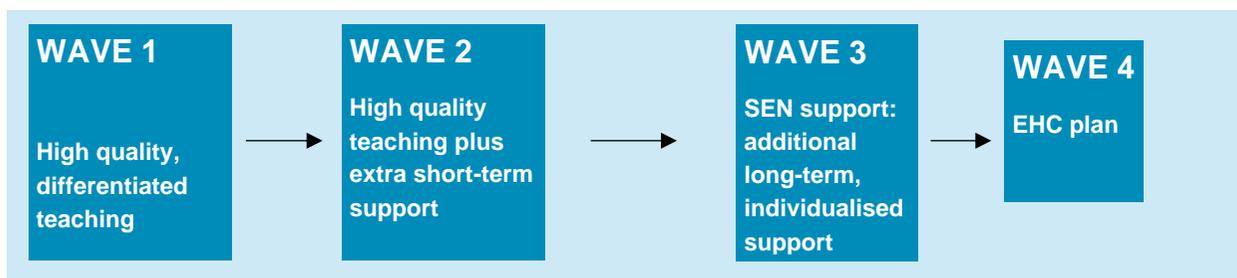
- Expressing themselves
- Interacting with others
- Reading, writing and math
- Following lessons
- Controlling their emotions
- Sensory or physical mobility
- Social and emotional needs

These difficulties can be barriers to learning. At Civitas Academy we follow a graduated response and assess **all** children to identify their strengths and needs, and how they can best be supported.

Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support - this includes additional support in class as part of school graduated response to their identified needs/ barriers to learning.
- An EHC plan/statement of SEN: "An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support"
<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

To support our graduated response, at Civitas Academy we use a 'wave' system to determine the type of support best suited to each child:



What is SEN support?

SEN support describes the additional help that assists children to access the curriculum.

This might include:

- Extra help in the classroom in addition to quality first teaching, some children might have an ILP in place of GLP (wave 1 moving to wave 2 or wave 2 support).
- Small group or one-to-one learning in class or intervention delivery (in class will be part of additional support. Dependent on level of need this may form part of an ILP) (wave 2-4).
- Internal specialist assessments for instance RAPID, WellCome, YARC (your class teacher will determine if appropriate) (wave 2/3).
- Access to external support to understand need and access resources such as the CYPIT toolkit (wave 2).
- Support from specialists such as speech and language therapists (wave 2-4 support dependent on level of need).
- Emotional support that may include working with our Education, Welfare and Pastoral lead. Our aim is to operate a graduated response to need, to work with parents collaboratively and enable each child to thrive and progress from their starting point, appropriate to their needs.

What are EHC plans? Please click on links:

<https://www.ipsea.org.uk/asking-for-an-ehc-needs-assessment>
<https://contact.org.uk/help-for-families/information-advice-services/education-learning/ehc-plans-assessments/what-is-an-ehc-plan/>

FAQs

What does being placed on the SEN register mean?

If your child is experiencing barriers to learning, they may be receiving additional internal or external support. Dependent on the level of support your child may be placed on the SEN register. The SEN register is simply a monitoring tool which allows the school SENCo to support class teachers to meet the needs of your child, for instance if your child is not making progress in line with his cognitive ability, from their starting point, or if your child requires an Individual Learning Plan (ILP) or Group Learning Plan (GLP).

How will the school decide what type of support my child receives?

Every child's needs are different and may change over time. The school continually assesses, as part of the graduated response, each child's needs closely to identify which support suits him/her best. The school also regularly reviews the support your child receives to see what is working and what isn't. If you are unsure of support your child is receiving, please discuss with your class teacher. Regular opportunities are offered to discuss provision, for instance during parent's evening.

Children who require more targeted support will receive an ILP or GLP. Plans will set individual targets which will be discussed with parents. Targets set will be closely monitored and reviewed to understand progress achieved and enable a clearer understanding of the learning requirements of your child.

How do I know if my child needs SEN support?

If your child is not making progress from their starting point, he/she may need SEN support. Your class teacher will support understanding of level of need your child has. The teacher will discuss your child's needs using school assessments to understand level of progress being made. Please discuss with your class teacher if you are concerned about your child's needs and they may request SENCo input to help agree next steps.

