

How do we work together?

The head teachers, inclusion managers and SENCOs across The Family of Learning Trust meet regularly to discuss good practice and to ensure that all children who need additional support are effectively supported and funded.

We have an excellent range of expertise and qualifications in SEND in the trust, including an in-house Speech and Language Therapist based at Beech Hill School, which is shared between schools where opportunity allows and need arises. We maintain a continuing regard to professional development and resource needs.

Our experienced and skilled SENCOs regularly attend training and information sessions provided by the local authority as well as hold, or are working towards a National Accreditation in Special Educational Needs.

Teachers and teaching assistants have had accredited training in use of structured intervention programmes such as 'Accelerated Maths', 'Accelerated Reader', 'Power of Maths' and 'Nessy'. They also received regular in-house training in relation to a number of SEND related topics.

Where specific expertise does not exist within the trust, we can request assessment and/or advice from the Educational Psychology & Specialist Support Service or other specialist professionals as appropriate.

Family of Learning Trust



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To find out how pupils with SEND are supported in your school or if you have concerns about your child's learning, you can speak with your child's teacher or the SENCO and find information in the school's SEND Information Report on the school website.

For information about how SEND is supported across the local authority visit
www.calderdale.gov.uk



Information for parents

Support for children with
special educational needs
and disabilities
(SEND)

Introduction

The Special Educational Needs and Disability Code of Practice: 0 to 25 years came into effect in September 2014, and it offers clear guidelines about the processes that all schools should employ to meet the needs of learners with SEND.

The Family of Learning Trust provides learning, which meets the needs of every child. Like most trusts, we have a number of pupils who have additional educational needs.

Such needs may include

- reading and writing
- ability to understand things

- concentration levels
- physical needs or impairments
- behaviour or ability to socialise

Children who need extra help in our schools are put on the school's Special Education Needs (SEN) Register. Parents/carers will be invited to a meeting to discuss the child's needs and the reason why they are going on the register. Parents/carers will also be told about the additional support and interventions the child will access to help them.



What will the additional support look like?

When a child is placed on the SEND Register they will have an individual education plan (IEP) that details the additional support they received. This is called SEN Support.

The support will come in different ways depending on the needs of the child. Some of the support might be extra small group work, extra time with a Learning Mentor, Teaching Assistant or Teacher, sometimes it might be 1:1 support. Some of the interventions on computer based, like Nessy, so they will access this independently but be monitored by the class teacher.

The IEPs will be reviewed with parents every term.

Outside agencies

There will be times when school will ask for additional support from outside agencies to assess a child's needs.

Such agencies may include:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Independent Travel Training

A referral will be made, with parent's consent, and, when appropriate, these agencies will work with the schools to ensure the needs are met.



Forest School at Beech Hill School

EHCPs

There will be some children who have more complex needs and require more support to access school than just SEN Support. Together, school and parents, may decide to apply to the Local Authority for an Educational, Health and Care Plan (EHCP) which would allow school to access additional funding to support a child.

Along with the child's IEPs, the EHCP will set out additional support and targets for a child.

The extra support they receive might be:

- A heavily differentiated curriculum
- Extra 1:1 support
- Specialist equipment
- Specialist agency support and input

The EHCPs are reviewed on an annual basis and include all the professionals working to support a child.