

## EHCP

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If it is felt that a child's needs can no longer be met at the SEND Support level, a review meeting will be held with parents/carers, the class teacher and Inclusion Leader. Through the meeting it will be determined if there is a way of adapting the arrangements in place to meet the child's need(s) or if more support is required.

If it is agreed that more support is required the Inclusion Leader will gather all of the evidence from the academy and any external agencies that may be working with the child (this should be from over at least a two term period) and submit a request to the Local Authority to assess the child for an Education, Health and Care Plan (EHCP). The Inclusion Leader will guide parents through this process.

For those children that do have an EHCP, parents/carers will be invited to a review meeting at least annually with the class teacher, Inclusion Leader and relevant outside agencies. During which, the details of the provision (type and amount of support) will be discussed. The outcomes of this are reported by the academy to Local Authority. In addition, you will be invited to meet with the class teacher, and where possible Inclusion Leader, termly to review progress towards outcomes and agree new ones. We aim to coincide these meetings around the half term break of each term.

Further information about Hampshire's EHCP processes can be found on <https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-1>

## Outside Agencies

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We work closely with a range of outside agencies that support some of our children identified with SEND. These include:

- Kite Inclusion Team
- Educational Psychologists (EP),
- Speech and Language Therapy (SALT),
- Occupational Therapy (OT)
- Specialist Teachers for Inclusive Practice
- Child and Adolescent Mental Health Service (CAMHS) practitioners

When outside agencies are involved in supporting a child you will be notified via letter or parentmail prior to their visit and a copy of any written report will be shared with you.

## If you are concerned

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In the first instance, please do speak to your child's class teacher. An appointment with the Inclusion Leader can be made via the school office.

## Further information

Please visit the school website for further information about SEND at The Ferns Primary Academy

<https://www.ferns.kite.academy/our-school/special-education-send/>

Further information about the SEND provision within Hampshire can be found on the Hampshire Local Offer website

<https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-1>

# Quick Guide – Special Educational Needs & Disability (SEND)

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This is a quick guide to the Special Educational Needs and Disability provision in our academy.

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## What is SEND?

At The Ferns Primary Academy we use the definition of special educational needs (SEN) taken from Section 20 of the Children and Families Act 2014.

*A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- have a significantly greater difficulty in learning than the majority of others of the same age (SEN)
- have a physical or mental impairment which is long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities (disability)

## The SEND Register

Children who are identified as needing SEND Support are placed on the academy's SEND Register. Whilst on the SEND Register children will have a

- **One Page Profile** which tells those supporting the child key information to enable them to provide the best possible support
- One page SEND Support Arrangements Plan (**SEND SAP**) which outlines long term outcomes with associated short term targets the child is working towards, how they will be supported and when they will be reviewed.

Whilst both the One Page Profile and SEND SAP are reviewed and adjusted on an ongoing basis in school, they are formally reviewed termly, usually with the class teacher and parents.

The formal review dates are around the half term breaks and teachers are asked to share these with parents after each half term.

## Identification of need

We feel it's crucial that children with special educational needs are identified as early as possible. When reviewing possible needs of children, we consider the needs of the whole child, which are broader than just the SEND.

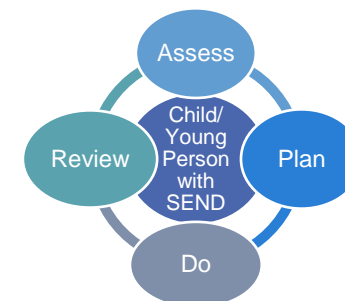
There are four broad areas of need:

- **Communication and Interaction** – this includes children with speech and language delay, impairments or disorders, hearing impairment and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration. This can include ADHD, ADD and Attachment disorder.
- **Sensory and/or Physical Needs** - this includes children with sensory, multi-sensory and physical difficulties.



## A graduated response

Every teacher is a teacher of children with special educational needs and disabilities. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the need through Quality First Teaching that is appropriately differentiated. If the class teacher does not feel this is sufficient in meeting a child's needs they will discuss their concerns with the parent/carer and together agree a plan of support and a time to review. Likewise, the same process would be followed if it is the parents/carers raising the initial concern with the class teacher.



This forms the beginning of our academy's graduated response. This relates to the identification, assessment and review of children with SEND and follows a continuous cycle of assess, plan, do and review.

Once the initial plan agreed by the parent/carer and class teacher is reviewed, if it is felt the child has made sufficient progress no further action may be needed. If the parents/carers and/or teacher continue to be concerned the Inclusion Leader is notified. This may result in further assessment and/or a discussion regarding the possible placement of the child on the academy's SEND Register.