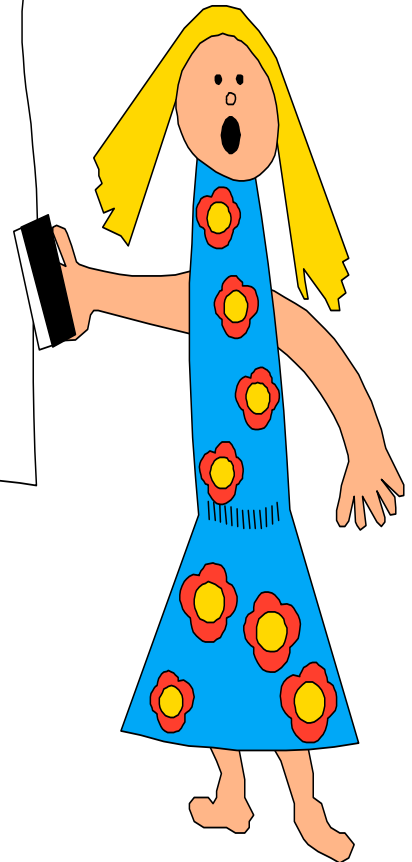


Wyke Regis C.E. Junior School

Special Educational
Needs

Explained



What's going on?

Just as children grow at different rates so they learn at different rates. Some children will pick up new skills and ideas very readily, others may be slower to start off but, usually, catch up quickly. If you have been given this booklet then your child is probably one of those who is not yet at ease with reading and writing.

There are many possible reasons for this but only a few children will not have 'caught up' within a year or so.

PLEASE, DON'T WORRY!

We will do everything we can to ensure that your child gets all the help they need to enable them to learn whilst they are in our school.



How?

Every child who joins our school is given assessment tests in reading and spelling. The results give us a rough guide to where they are in the learning process. If there is a significant difference between their actual age and their reading or spelling age then we put them on the **Special Educational Needs Code of Practice**

What's that?

The Revised Special Educational Needs Code of Practice has **2 parts**. In simple terms this means the following.....

SCHOOL ACTION ~ There are **two parts** to this, **N** and **A**. If we feel that your child will make good progress solely by the teacher differentiating the **National Curriculum** then we will put him/her at **N**. We will, however, begin a **Log of Concern** which simply notes when, and who, first voiced concerns about your child's progress. This log is maintained throughout your child's time on the Special Needs Register. If this does not solve the problem then an Individual Education Plan (**IEP**) will be written and we will offer them **extra help** outside the classroom. This is part **A**. (Extra help and IEPs are explained further on.)

SCHOOL ACTION PLUS (P) ~ Should the difficulties prove a little harder to overcome we will call in outside help to assess your child. This will usually mean that either they are given even more specialised help, in school, from the **Special Educational Needs Support Service (SENSS)**, or that SENSS give the class teacher extra ideas for how your child's particular problems can be tackled in the classroom.

If, after everything else has been tried, the problems are still there we may ask for more assessments, possibly by, amongst others, an Educational Psychologist or the School Doctor, This stage is called **Q**. Dorset Education Directorate may then, having received all the reports,

decide to issue a Statement of Special Educational Need which outlines your child's entitlement to extra help. This is Stage **S**.



'Q' and 'S' are **RARE!** Only a **very small** number of children reach this point!

I.E.P.S What are they?

An Individual Education Plan (IEP) is drawn up by the class teacher and outlines the difficulties your child is having. The teacher will set specific targets, not more than four, for your child to meet. As well as setting targets the teacher will list the ways in which they intend to help your child achieve them. You and your child will be invited to talk these through and there are spaces on the form for you both to add your comments if you wish.

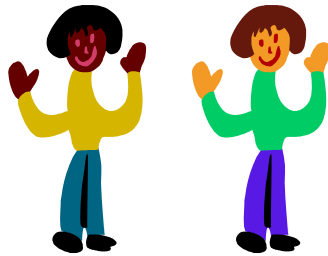
The IEPs are reviewed twice a year. If your child needs to remain on the Code of Practice then a new IEP is written, with new targets. It might be that your child has done so well that an IEP is no longer needed or that extra outside help might be called upon.

You will always be involved in this process.

What is the extra help?

Quite often your child's difficulties can be dealt with in the classroom but they may need to be withdrawn, usually two or three times each week, for a short period of intensive help.

The children work in our 'Time-Out' room, in small groups, with Mrs Prendergast or Mrs Pointer. The lower school children follow a reading scheme called 'fuzzbuzz', which they love, especially the computer programme! They also spend a lot of time on phonic work and spelling. In Year 5 they will often work on a scheme called 'Wellington Square' which is equally popular as well as learning spelling rules and strategies. Year 6 usually receive targeted support for writing tasks set by the class teacher.



Can parents help?



Yes! You are vital to your child's progress!

Ask the class teacher for our **suggestion sheet** of ways to make reading fun.

Hear your child read regularly and ensure that they change their reading books as often as necessary.

Join the library and visit regularly.

Let them see **you** reading and enjoying it!

Have books around the house.

Borrow reading games from us. (See **Mrs Sloan**)

We always need helpers in school. Join us, see how we work, you might enjoy it!

Where can I find out more?

- ❖ Ask the class teacher for information sheets on
 - 'Helping your child with reading'
 - 'fuzzbuzz'
 - 'Wellington Square'
 - P.A.T. (Phonological Awareness Training)
 - 'How the Educational Psychologist can help'

- ❖ If your child is diagnosed with a specific, named difficulty look in the school entrance where there are a number of helpful leaflets.

❖ Try these websites if you have internet access or ask us for a list of organisations you can write to for information

Dyspraxia ~ www.emmbrook.demon.co.uk/dysprax/homepage

Dyslexia ~ www.bda-dyslexia.org.uk

Autism ~ www.oneworld.org/autism_uk

ADD/ADHD www.btinternet.com/_blackice/addnet/addnetmain.html

We hope that this booklet has answered your questions about Special Educational Needs at our school.

Any questions you may have about your progress should always be put to the class teacher. It is very helpful if you can make an appointment in advance.

If you have any concerns or questions about **SEN** then please make an appointment **Mrs Sloan**, the Special Educational Needs Co-ordinator. These will **usually** be on a Wednesday.