



Special Educational Needs And Disabilities

Western Primary has a Special Needs Co-ordinator (SENCO) who is responsible for the management of provision and or support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

Areas of Need

The Government's "SEND Code of Practice" 0-25 (June 2014) states that there are four main areas which cover Special Educational needs and Disabilities. These areas and their meanings are as follows:

Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

Attention/Interaction Skills: eg May need regular prompts to stay on task or have difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.

Understanding/Receptive Language: eg May need visual support to understand or process spoken language.

Speech/Expressive Language: eg May use simplified language and limited vocabulary.



Cognition and Learning

May have difficulties with the skills needed for effective learning eg sequencing and organisational skills are problematic, problem-solving and concept development skills, fine and gross motor skills, independent learning skills and information processing may all be challenging. Children may have a specific learning disability such as dyslexia, dyscalculia or dysgraphia

Social, Emotional and Mental Health

May have difficulties with social and emotional development which may lead to or stem from: social isolation, behaviour difficulties, attention difficulties (ADHD), anxiety and depression, attachments disorders, low self-esteem and issues with self-image.

Sensory/Physical

These pupils may have a medical or genetic condition that could lead to difficulties with specific medical conditions, gross and fine motor skills, visual or hearing impairments. Physically accessing the building or equipment may be difficult or they may have an over sensitivity to noise, smells, light, touch or taste and require assistance with toileting and self-care.

Support in School

To help support our pupils we provide a graduated response to each child which is dependent on the level of need. These are described in Steps

Step 1: Quality First Teaching through differentiation

Step 2: Class teachers share concerns with parents and complete a record of concern. Strategies are put into place and monitored.

Step 3: Children are placed on the SEN register and a detailed My Plan is put in place and outside agency support is often requested.

Step 4: The school and parents request an Education and Health Care Plan