

What the school may do to support and help your child.

Quality First Teaching.

All pupils are offered an inclusive and differentiated experience in everyday lessons, with the majority of pupils making good progress without additional support. However, some catch up or booster programmes may be included when necessary.

Intensive Targeted Support.

Pupils are offered additional help to accelerate learning. This may be small group, targeted intervention, timetabled to ensure children benefit from the experience.

Individual support, linked to specific personal targets. Pupils receiving this level of support will often require additional input/advice from outside agencies.

Care Plans can be implemented for intervention for specific/medical needs.

COMPLAINTS PROCEDURE:

If you do not feel that the school is meeting the needs of your child you may contact **Rochdale Parent Partnership** who will assist and support you by liaising with the school and explain the legislation for dealing with pupils with Special Needs.

USEFUL CONTACTS AND WEBSITES –

www.rochdale.gov.uk (Rochdale Local offer)

www.parentpartnership.org.uk/.../rochdale

www.education.gov.uk/

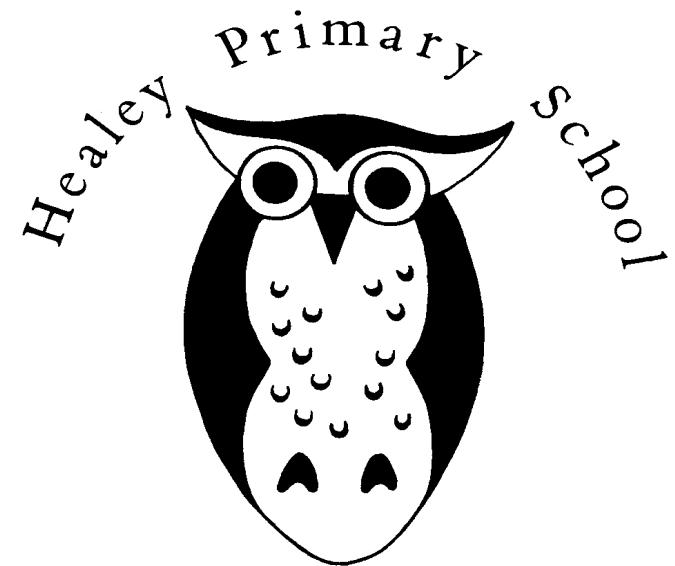
Mrs Helen Johnson - Headteacher

Mrs C Richards - SENCO

TEL: 01706 522770

SPECIAL EDUCATION NEEDS

A guide for parents Information Booklet



At Healey we aim to ensure that ALL children receive a broad, balanced and challenging curriculum. We provide an inclusive environment by removing barriers to learning; enabling ALL children to reach their full potential. We will aim to make reasonable adjustments to ensure ALL children can access a mainstream curriculum, learning environment and out of school activities.

SPECIAL EDUCATION NEEDS

A DEFINITION

Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made. Children have a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of children the same age.

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children in schools.

c) Are under compulsory school age and fall within the definition of a) or b).

A child MUST NOT be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

WHAT TO DO IF YOU FEEL YOUR CHILD HAS A PROBLEM

Speak to your child's class teacher. The teacher may then refer you to the SENCo who will explain the procedures in place in school to address your child's needs.

DESIGNATED PERSONS FOR SEN

Mrs C RICHARDS – (SENCo)

TEL: 01706 522770

All children's progress is monitored at a universal level. They have access to quality first teaching which may sometimes include small group work or booster programmes. If evidence collected by the class teacher, suggests that the pupil is not making progress and additional provision is needed they may, after consultation with the SENCo, be placed on the Special Educational Needs Register.

Special Educational Needs (S.E.N) Register

The school has a special needs register, which records children at **S.E.N SUPPORT** and children with a **EHCP (Education Health Care plan)**.

S.E.N SUPPORT (SS)

If the child is placed at S.E.N support, a provision map or Care Plan is formulated. This will detail what provision is to be made, the time any input will be carried out and the personnel with responsibility for managing the programme and a clear date for when the provision is reviewed.

This may also require involvement of outside specialists E.g. **Educational Psychologist, Speech and Language Therapist** or, **RANs** (Rochdale Additional Needs Service) and **CAMHS** (Child and Adolescent Mental health Service).

EHCP

If a child is unable to make adequate progress after a series of interventions and suggested strategies from outside agencies, a Statutory Assessment may be requested however, this can only be done, if the child demonstrates exceptional or complex needs and is a significant cause for concern.

At all stages, the SENCo will discuss the individual needs of the child with parents.