



## A Simple Guide to SEND at Court de Wyck Church School

This guide explains the way that children and young people who have Special Educational Needs and Disabilities are supported at Court De Wyck Church School.

**SEND** stands for **Special Educational Needs and Disabilities**

Children who have Special Educational Needs or Disabilities (SEND) may have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. They may need extra or different help from that given to others.

All schools must follow the **SEND Code of Practice** which sets out statutory guidance from government to explain what schools and local authorities must do to comply with the law.

[SEND Code of Practice January 2015.pdf](#)

If we think that your child has SEND, then first the class teacher will speak with you as parents or carers. They may also get advice from the headteacher or SENDCo – Mrs Claire Fear, who is the person responsible for SEND in our school.

**SENDCo** stands for **Special Educational Needs and Disabilities Coordinator**

You can also contact **Mrs Fear** by phoning the school office on 01934 833070 or by email at [enquiries@cdw.bwmat.org](mailto:enquiries@cdw.bwmat.org)

## What is SEND?

The SEND Code of Practice groups needs into four broad areas. The profile for every child is different and their needs may change over time. Children and young people may also have SEND in more than one of these areas:

### Communication and Interaction (CI)

Some children may have difficulties with **speech, language and communication needs (SLCN)**. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with **Autism (ASD)** are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, or use non-verbal communication which can impact on how they relate to others.

### Cognition and Learning (CL)

Some children may have difficulties accessing learning and work at a slower pace to their peers. They may struggle with memory and attention, reading, writing or number work perhaps due to having a **specific learning difficulty (SpLD)** like **Dyslexia, Dyscalculia** and **Dyspraxia**.

### Social, Emotional and Mental Health (SEMH)

Some children may have difficulties with emotional regulation, social interaction, or forming positive relationships. This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Often these behaviours may reflect underlying difficulties such as anxiety, depression or some form of trauma, or they may show signs of **Attention Deficit Disorder (ADD)**, **Attention Deficit Hyperactive Disorder (ADHD)** or **Attachment Disorder (AD)**.

### Sensory and/or Physical Needs

Some children may have difficulties with sensory or physical needs which may affect them in school. This may include a **hearing impairment (HI)**, **visual impairment (VI)**, both separately or combined (a **multi-sensory impairment MSI**). Or they may include **medical** or **physical** problems that make it more challenging for the child to access learning in school. They may require specialist support and/or equipment to help them.

## How do I know if my child has SEND?

All children are monitored closely by their class teachers to support their learning by finding out what they need to know next and how to get there. If the class teacher feels your child needs extra support or is not making expected progress, they will talk with you and your child about what we can put in place to help them.

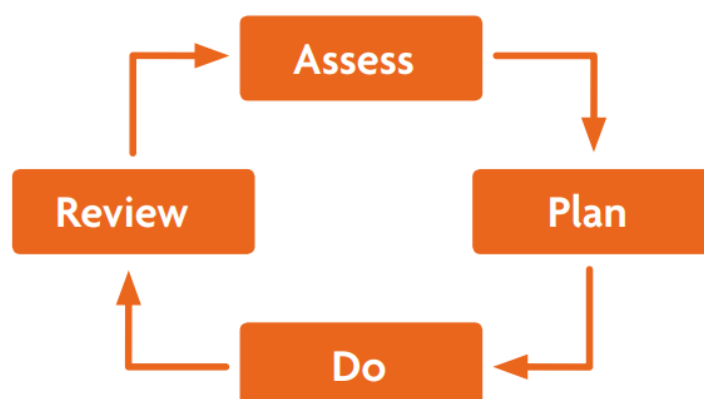
This support is known as the **Graduated Response** and follows a cycle called **Assess Plan Do Review (APDR)** so that we:

**Assess** - how your child is learning (we might complete some checklists and/or ask you to)

**Plan** – plan out some extra support, provision or intervention that might help

**Do** – put this support/provision/intervention in place

**Review** - discuss how the support has worked and continue or adapt it



If we all agree that your child needs additional support, we will talk to you about what support they need, what this will look like in school and how you can help them at home. We will also talk to your child to see what they feel could help them. We will monitor the impact of this support over a set time frame (usually 6 weeks) before reviewing it. This cycle will then be adapted where needed and a new cycle will begin to track further progress.

After this if your child is still not making expected progress, we will consider if they should be placed on the SEND register. We will talk to you about this together.

## What happens if my child is put on the SEND Register?

If your child is placed on the SEND register, together we will create an **Individual Learning Plan (ILP)** which sets out the support that they will receive in school. This is the document which is then used to review progress throughout their time at school. We will also create a **Pupil Learning Profile (My One Page Profile)** with your child. This shares what your child enjoys and feels they are good at, as well as areas they find challenging and what they feel helps them to learn best.

At times, we will take a child off the register if, after support, they do not need to be on it anymore.

### An example of an Individual Learning Plan and Pupil Learning Profile

Individual Learning Plan (ILP) 2024-25		Name:	Year/Class:						
<b>SEN Stage:</b> SEN Support / EHCP <b>Primary area of need:</b> <b>Communication &amp; Interaction</b> Cognition & Learning Social, Emotional & Mental Health Sensory &/or Physical Needs  <b>Summary of need:</b> ✓ To develop xxx spoken language ✓ I can struggle to answer and respond to questions ✓ I don't always speak in full sentences and can miss out keywords	<b>Parent Voice: (September 2024)</b> <b>Child's strengths:</b> <i>Reading, writing, building things – imaginative play</i>  <b>Barriers to learning:</b> <i>Speech, listening skills</i>  <b>Areas for development:</b> <i>Listening to all the words being said</i>  <b>What do you feel would make the biggest difference to your child's learning?</b> <i>To be able to hear and remember more of what is being said</i>	<b>Parent Voice: (March 2025)</b> <b>Child's strengths:</b>  <b>Barriers to learning:</b>  <b>Areas for development:</b>  <b>What do you feel would make the biggest difference to your child's learning?</b>							
<b>External Agencies involved:</b> <ul style="list-style-type: none"> <li>Referral to S&amp;L Therapy – xxx</li> <li>Seen by S&amp;L – xxx for initial assessment. xxx – Block of 6 sessions with S&amp;L Therapist</li> </ul>									
<b>Provision</b> <ul style="list-style-type: none"> <li>xxx sits at the front of the class</li> <li>xxx is given extra time to respond orally to questions/respond to instructions</li> <li>Repeating back what xxx has said to check</li> <li>Prompting to listen and refocus attention</li> <li>Checking in after explaining so xxx is clear what to do</li> </ul>									
<b>Meetings with parents/carers</b> (Two of these can be Parents' Evenings)									
Meeting 1 Date:	Meeting 2 Date:	Meeting 3 Date:	Meeting 4 Date:	Meeting 5 Date:	Meeting 6 Date:				
<b>Interventions being received</b> (e.g. Priority Reader, NESSY, NELI, Maths, Phonics, Smart Moves, Learning Mentor and any 1:1 support such as precision teaching, small group support)									
	Priority reader	Phonics 1:1 / Group	S&L (NELI)	OT (Smart Moves)	NESSY	1:1 / Group (Eng or Maths)	Learning Mentor/ Social Skills	EMHP	Other
Term 1	X	X							
Term 2	X	X	2 – 3 x week – S&L activities from ILP for 10 mins						

Part of the Individual Learning Plan also details your child's targets.

If your child is on the SEND register, you will meet with your child's class teacher each term to discuss their progress.

**My One Page Profile**

**Name:**

**Class:**

**Things I like / make me happy...**

**Things I don't like/ worry about...**

I really can't handle it when...

**My strengths...**

**My triggers...**

**How you can help me...**

**My hopes and dreams for the future...**

## How do I know what my child's difficulties are caused by?

There are several things which we might do in school to try to work out what may be causing your child's difficulties. We cannot 'diagnose' children, but we do have access to some basic assessments and checklists to help gain an understanding. Please always speak to your child's class teacher in the first instance. They can then signpost you to our SENCo or Headteacher for further support.

We are also able to make referrals to agencies if we feel that it could be helpful and supportive (and the criteria can be met) such as the following:

- Advisory Support Teachers
- Speech and Language Therapists
- Community Paediatricians
- Occupational Therapists
- Physiotherapists
- School Health Nursing Team
- Educational Psychologists
- The Sensory Support Service

Sirona Care and Health [Children and Young People's Services – Providing NHS and Local Authority funded children's community services for Bristol, North Somerset and South Gloucestershire](#)

Early Help, North Somerset Council [Early Help | North Somerset Council](#)

Child and Adolescent Mental Health Services (CAMHS) [Things you need to know: Avon and Wiltshire Mental Health Partnership NHS Trust](#)

We have a **School Educational Mental Health Practitioner (EMHP)** who works with us for one day a week in school. They support children and their families with a range of mental health concerns such as mild to moderate anxiety and low mood. Referrals can be made by talking to Mrs Fear.

## **My child has SEND but is not making progress – what is an EHCP?**

EHCPs (Education Health & Care Plans) are only for children who have the most complex difficulties and may not be making expected progress despite provision. We work alongside the local authority to decide if an EHCP is needed for a child.

More information about EHCPs is in this link:

[SEND Hub - education, health and care plans | North Somerset Council](#)

Any child who has an EHCP will have an annual review with the class teacher, adults who work with the child and the SENDCo. The provision set out in the EHCP will be provided for your child in school and we will constantly work towards the outcomes within the plan.

## **Any Questions?**

We hope this guide is useful, but there is so much more information out there! Please come and talk to us and we will try and help where we can. Below are some useful websites.

Our School SEND page on our website: [SEND | Court de Wyck Church School](#)

North Somerset Local Offer: [Local Offer - Search Results | North Somerset Online Directory](#)

SAY (SEND and You) Impartial Advice: [Home - SEND and You](#)

North Somerset Parents and Carers Working Together: [NSPCWT](#)