

'Catch up' programmes

Children who are making slower progress, or are having difficulties in an area of learning will be given some extra support, or additional 'booster' lessons to help them succeed. These lessons will take place during the school day. You will be informed if your child is receiving any additional support. **This does not mean that your child has a special educational need.** The school will simply be helping your child to 'catch up' with their learning. Once your child has made progress and is able to continue schooling without further intervention, they will no longer attend additional lessons.

The types of additional lessons provided for children to 'catch up' with learning include;

- In class focus group
- Differentiated learning (learning matched exactly to the ability of your child)
- 1:1 (adult:child) reading, writing or maths
- Small group reading, writing or maths
- Numicon Intervention
- Social skills groups



Our SEN principles

There are a number of principles underpinning the SEN systems in our schools. We are dedicated to providing the following for our SEN pupils;

Early identification of needs

- High expectations and aspirations for SEN children's
- High levels of Involvement from families
- Views of the children or young person
- Collaboration between professionals i.e. education, health and social care
- Clarity of roles and responsibilities
- High quality provision

If you have any concerns about your child's learning, make an appointment to speak to your child's class teacher.

If you would like further support and advice, please our SENCo.

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Special Educational Needs



What is SEN?

A child has special educational needs if they have learning difficulties or disabilities that make it harder for them to learn than most other children of the same age. If this is the case, these children will need extra, or different help to ensure they are accessing the curriculum. A special educational need will be assessed by the school staff and parents/carers will be included in the decision making process.

SEN & Inclusion

In our schools we are passionate about providing excellent provision for all of our pupils. Teaching staff and school leaders are rigorous and consistent in their approaches to improving conditions of learning for each and every pupil. This is provided by using a cycle of planning, evaluation and review.

Children learn in many different ways and all children find strengths and difficulties with learning. In our schools we celebrate these differences and provide opportunities for all of our children to succeed. Teachers use a range of resources, organisation and teaching styles to meet the needs of all children in their class. This is called differentiating the curriculum.

Writing

Children may need extra help because of a range of special educational needs, such as:

- Thinking and understanding
- Physical or sensory difficulties (mobility, hearing, sight etc.)
- Emotional or behavioural difficulties
- Speech and language difficulties
- Difficulties in how they relate to others
- Specific learning difficulties (dyslexia, dyspraxia, dyscalculia etc.)

Special Educational Needs could mean that a child has difficulty with the following;

- All types of learning
- Reading, writing or maths
- Understanding information
- Expressing themselves
- Understanding what others are saying
- Making friends or relating to adults
- Controlling behaviour
- Organising themselves
- A sensory impairment (sight, hearing etc.)
- A physical need that may affect them in school

Different Levels of SEN

The amount of support your child will receive will vary according to their individual needs. There are three levels of SEN in our schools.

SEN - School Level

Your child is given additional learning support during school hours by members of school staff. This may mean that your child receives specific support in class, has access to additional resources or participates in small group learning.

SEN - Outside Professional Involvement

In addition to support given by the school, your child will be receiving input from other specialist professionals. This may include educational psychologists, speech and language therapists, occupational therapists, drama therapists etc.

Education Health and Care Plan

This is a legally binding plan for pupils with the most severe and long term special educational needs. Very few children are entitled to this type of support. A number of professionals must agree that there is a significant learning difficulty over time. The special educational need must also comply with a set of criterion from The Hackney Learning Trust. The first stage in the process is called Statutory Assessment.