



What to do if you are worried about your child's development, learning or how their SEN needs are met within school

In the first instance, please contact your child's class teacher who will be able to give you an accurate picture of how they present in class; any provision or support that is required and if they share the same concerns as you.

Class teachers will be able to signpost to further support and answer any questions regarding your child's progress in class.

What happens when you raise a concern with the class teacher?

Class teachers follow our [SEN concern pathway](#) to identify next steps when concerns are raised. As part of the pathway, the class teacher will begin to follow the Graduated Approach- a cycle of Assess, Plan do Review. The Special Educational Needs and Disabilities Coordinator (SENCO) will be advised of your concerns.

What is the Graduated Approach?

This is a cycle of Assess, Plan, Do, Review. Teachers will complete assessments and observations of your child to identify next steps. Teachers will plan for additional support in class through their planning and class teaching, or a short period of targeted support and intervention may be necessary. We need to give the child time to respond to the additional planning and support and for this to become embedded before we see any impact. In doing so, we are then assessing and reviewing the impact of any additional support that has happened. This process normally will be carried out over a half term.



What happens if I am still concerned about my child's progress and development?

Class teachers will review your child's progress and if any concerns remain, then following the pathway, they will share the concerns with the SENDCo.

What support will the SENDCo provide my child?

When the class teacher feels that a child is not making progress despite the support put in place, they will raise their concerns with the SENDCo. The SENDCo, will then complete some further assessments and observations, and a meeting will be arranged with you, the class teacher and the SENDCo to discuss next steps.

When will my child be added to the Special Needs Register?

We look at many factors to identify a Special Education Need (SEN). These include:

- After a cycle of the Graduated Approach has been completed, and it is recognised that despite the support put in place, the child is not making progress
- When a child is working significantly below their age expected curriculum- this is usually 2 years behind their peers
- When additional family and pastoral support is not having any impact
- Advice from other professionals who are able to diagnose and identify SEN

This will always be in discussion with parents, class teacher and the SENDCo, as well as any other professionals that may be involved.

When will you refer to other professionals for further assessments or support?

We offer support to children in school at the following levels: Universal- quality first teaching for all children; Targeted- more focused, targeted support. This may mean that they are able to catch up and close the gaps in their learning with successful targeted support. Specialist - for some children we are able to refer for more specialist support from: School Nursing, Speech and Language, Outreach support, Community Paediatrician and Educational Psychology. ([Whole school Provision: Universal, Targeted, Specialist](#))



These agencies are able to support us in school to ensure we are making the right provision for your child. Some of these agencies are able to diagnose particular conditions.

Can you diagnose Dyslexia for my child?

We are not able to diagnose Dyslexia in school. We are able to gather information and evidence to understand why your child may have literacy difficulties (see [Literacy and SPLD pathway](#)). Using this information, we are able

to identify the best support in class for your child and whether there are any particular interventions that would be suitable.

What shall I expect when my child is on the SEN register?

Once your child is placed on our school SEN register, your child will either have a Student Support Plan (SSP) where targets are set and worked on over the half term, or a Pupil Passport, where it is recorded what support they need to access school and the learning environment. Plans are shared with all adults in the class team to ensure we are all supporting your child to be able to achieve their targets.

Will I get a copy of their SSP or Pupil passport?

Teachers will meet with you to share the SSP or Pupil Passport in the autumn term. This may be done at our parents evening, or an earlier meeting may be required. The plans are then reviewed and shared with you termly. This may be face-to-face or via the telephone. At the end of the summer term, current class teachers will set new targets for the new class teacher to begin with in the autumn term.

How are targets reviewed?

Targets are reviewed by the class teacher in discussion with the SENDCO and any other professionals involved. Class teachers will then review the targets, current needs and provision with you as parents and the child.

What happens if my child is still not making progress and requires more support than is available?

For a small percentage of our children, further, more specialist support will be required. This is called an Education Health Care Plan (EHCP). If the SENDCO, identifies that there is limited progress, and we are struggling to provide the support required for your child to access the classroom and learning within the environment, we may consider applying for an Education Health Care Needs Assessment (EHCNA) with the Local Authority. This assessment is carried out externally to school, and will be discussed with you if we feel that this would be an appropriate next step for your child.

How to communicate your concerns with us, and how will we communicate with you?

In the first instance, please contact your child's class teacher who will be able to give you an accurate picture of how they present in class; any provision or support that is required and if they share the same concerns as you. Class teachers will be able to signpost to further support and answer any questions regarding your child's progress

in class. Class teachers follow our [SEN concern pathway](#) to identify next steps when concerns are raised. As part of the pathway, the SENDCO will be advised of your concerns.

If contact is made via the SENDCO, sendco@highcliffeprimary.dorset.sch.uk, the SEN team will make a record of your concerns and ask the class teacher to respond initially.

If you feel that you would also like contact or support from the SENDCO - Mrs Stiles, then class teachers will share this with the SEN team and a face to face or telephone appointment will be made by Mrs Clark Wheeler - SEN admin support. Email confirmation will be sent from sendco@highcliffeprimary.dorset.sch.uk

For further information and guidance if you are concerned about your child's learning:

[What to do if you are worried about your child's learning - BCP guidance](#)

Highcliffe St Mark – SEN team:

- † **Designated Teacher and SENDCO: Gemma Stiles**
- † **SENDCO assisted by: Claire Barker (Headteacher)**
- † **SEN support: Ali Clark-Wheeler**
- † **Speech and Language Support: Brooke Sofianos**
- † **Pastoral Leads: Ellie Wellsby, Di Mills, Suzanne Durham**