



PARENTS AND CARERS GUIDE TO SEND



If you have concerns, speak to class teacher. They will undertake further monitoring and will come back to you to feed back and discuss further.

INITIAL CONCERNS STEP 01



SUPPORT THROUGH DIFFERENTIATION STEP 02

The teacher may think it necessary to make adjustments to your child's work. This level of support is known as 'Quality First Teaching' and is part of a teacher's normal responsibilities to cater for the needs of all children.

If the adjustments are having a limited impact, the teacher will discuss your child's needs with the SENCO to decide whether to create an individual learning plan.

DIALOGUE WITH SENCO STEP 03



LEARNING PLAN STEP 04

The teacher will identify a small number of specific and measurable targets in conjunction with the SENCO. The plan will be shared, discussed and edited with you before it is finalised.

The targets are reviewed termly with you. Children may have a learning plan for a short time, but they may require a learning plan for many years.

About 25% of the children at Le Cateau have a learning plan.

We may feel that it is appropriate to carry out some assessment activities e.g. dyslexia, motor skills, speech & language, Boxall, building blocks for learning...

ASSESSMENT STEP 05



Further Support

If the learning plan is not working or the level of additional needs increase we may consider referring for support from the local authority or other professionals.