

Some useful terminology

SEN provision: Some children require extra help and support in school so that they can reach their full potential. If this is above normal class practice, a child may be considered as needing SEN provision. This help can come in many different forms and will depend on the individual child and their level of need.

Statements (St): Some children require additional funding, usually in the form of a Teaching Assistant (TA). The TA works under the guidance of the class teacher and outside agencies, and supports the child so that they can access all areas of school life. Following the SEN reforms, from September 2014 statements will be gradually phased out and replaced with Education, Health Care Plans.

Education, Health Care Plans (EHC plans): As with the old statements, EHC plans provide children with additional support.

Educational Psychologist (EP): A person trained to make judgments on children's educational development.

Behaviour Support Service (BSS): Specially trained teachers who will advise and work with children with behavioural needs.

Speech and Language Therapists (S+L): Therapists who assess the needs of children experiencing difficulties with their speech or understanding of language.



What is a provision map?

A provision map is way of describing and monitoring the provision that we make for children who need some extra support to help them achieve their full potential.

Children can be identified on a provision map whether they have SEND or not.



What is an IEP?

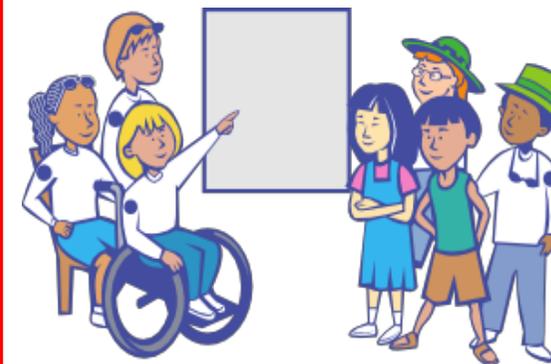
An Individual Education Plan (IEP) is a programme of work for children with SEND which displays specific learning targets and how they will be achieved.

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Information for parents and carers of children with special educational needs and/or disabilities.

What are Special Educational Needs?

These are some of the characteristics that children with SEN may have. All children are different and these can last either a short time or continue throughout a child's school life.

These characteristics may be:

Physical: Such as moving, seeing or hearing



Cognitive (learning): Such as reading, writing, spelling and maths.



Emotional: Such as understanding, talking and listening to others.

Social: Such as getting on with others and feeling good about themselves.



Communication: Such as understanding language and being able to make your needs known.



Information comes from:

- Things you tell us
- Staff working with your child
- Listening to your child
- Regular assessments made in school

Dear Parent or Carer,

This brochure aims to tell you a little about how our school supports children identified as having special educational needs and/or disabilities (frequently referred to as SEND).

If you would like to discuss any issues arising from this brochure or have any concerns about your child please contact the Class Teacher, Head Teacher or SENCO (Special Educational Needs Co-ordinator).

There is also lots of information on our website:

www.dallimore.derbyshire.sch.uk



What can school do to help?

When teachers plan their lessons they will think about what exactly your child needs to know and learn; what teaching approaches will work best, and what they need to do to overcome any barriers that might be stopping your child learning to the best of their ability.

Teachers ensure that assessments are ongoing. Is your child reaching their targets? Are they making progress? Is their progress appropriate to their age? Are they reaching their full potential? If not, additional interventions may be needed.

Your child may have extra 1:1 or small group work to help with english, maths or social and emotional skills.

Usually your child's progress will be discussed with you at Parent Interviews. However, please feel free to contact school at any time if you have any questions or concerns regarding progress or to find out how you can support your child at home.

Your input and involvement is crucial.

