



At Sprowston Infant School we strive for a good working partnership between school and home. Please contact the class teacher or SENCO if you have any concerns about your child and we will do our best to help you.

For more information these web sites may be useful.

www.dfes.gov.uk/parents

(Special Education Code of Practice can be found here.)

www.ace-ed.org.uk

(Advisory Centre for Education – Children with Special Needs: list outlining support for children with different medical conditions, disabilities and learning difficulties.)

Parent's Help Leaflet Number 3



Sprowston Infant School

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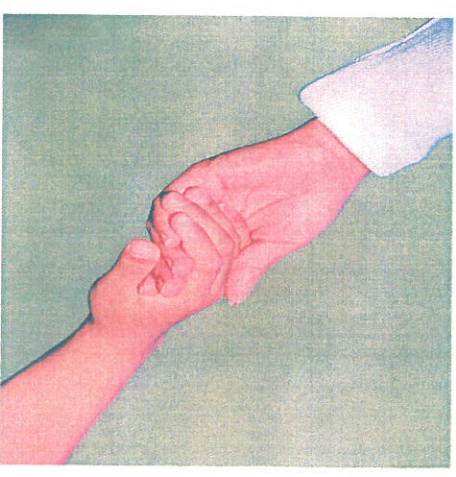
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Sprowston Infant School

Parents' Guide To Special Educational Needs



Special Educational Needs

Code of Practice

Every School is obliged to follow the Code of Practice which is published by the DCSF. This code sets out the stages and responsibilities of those involved in meeting the needs of children with **special needs**.

Special Needs

The term 'special needs' covers a wide range of learning difficulties including dyslexia, behavioural difficulties, speech and language difficulties and developmental delay. Some children may have slight problems and others, severe difficulties.

What's involved

If a child has a difficulty e.g. with Numeracy or Literacy and the teacher is concerned then they may, with the Special Needs Coordinator's (SENCO) advice, put the child on the Special Needs Register. This is done with parental consultation.

Why put a child on the Special

Needs Register

The reason for putting a child on the Special Needs Register is to record the problem and set targets to work on and monitor progress closely.

Individual Education Plans

Every child on the Special Needs Register has an Individual Education Plan (IEP.) where targets and actions are set out to help with the child's difficulty. The IEPs are usually reviewed/set termly and parents are **invited to meet with the class teacher to discuss them**.

Assessments

Sometimes it is necessary to involve the SENCO further. She will carry out further assessments to investigate the child's difficulty at a more 'in depth' level. A copy of any report is discussed with the parents and teacher to suggest targets and actions to achieve them.

School Action

Up to this point the child's difficulties will be identified and addressed by the class teacher and the SENCO. This is called School Action. If the school needs further advice they may call in outside agencies.

School Action Plus.

Sometimes it is necessary to call in the outside agencies e.g. Advisory Learning Support Teacher, Educational Psychologist and carry out further assessments. Again, parents are contacted and invited to meet with these professionals and a report is sent home.

Statements

If a child's problems are severe and progress has not been made despite much intervention, then occasionally it may be advised to apply for a statement for the child. This matter is dealt with by the school and **outside agencies, with parental agreement.**

School Support Team

Children on the Special Needs Register who teachers are concerned about can be discussed at a termly team meeting between the Advisory Learning Support Teacher, SENCO and invited teachers.

Partnership News

Each term Norfolk Education Committee publishes 'Partnership News', a newsletter containing information about Special Needs issues and organisations that may be of use to parents. (You can contact the Parent Partnership Office on 01603 704070)

Staff

Headteacher Lucy Wayman

SENCO: Christine Hawkes

Advisory Learning Support Teacher:

Educational Psychologist: Alistair James