

## Frequently Asked Questions

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### *What should I do if I think my child may have special educational needs?*

If you notice any difficulties with your child's learning you should ask your child's teacher about them first. The teacher will discuss their needs with you, and the support your child requires. Your child's teachers will also consult you if they have concerns about his or her progress.

### *How will the school decide what type of support my child receives?*

Every child's needs are different, and may change over time. The school will assess each child's needs closely to identify which support suits him/her best. It is the school's responsibility to make 'reasonable adjustments' to meet the needs of your child and to provide Quality First Teaching.

### *What if I think my child needs further support?*

The first person you should consult is your child's class teacher. If you would like further advice please speak to SENCO, who can discuss your child's needs.

### *My child has been diagnosed with a medical condition, will they receive an EHC plan?*

Some children can be diagnosed with medical conditions, such as ASD or ADHD. They do not automatically receive an EHC assessment. Their needs are assessed in line with school policy.

## Where to go for more information:

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### *Contact the school*

If you feel you need to talk to our school SENCO please contact your child's class teacher, call the office or email and we will get back to you as soon as possible.

Telephone: 01772 624416

Email: [SENCO@trinitybuckshaw.lancs.sch.uk](mailto:SENCO@trinitybuckshaw.lancs.sch.uk)

### *See the school website*

The school's SEN policy and information report set out more detailed information about the support available for children with SEN and disabilities. You can access this information on our website.

Link: <https://www.trinitybuckshaw.lancs.sch.uk/>

## Local External Links

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### *Lancashire Authority Local Offer*

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

### *Information and Advice Service (IAS)*

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

### *Family Information Directory Network (FIND)*

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/family-information-network-directory/>

## An Introduction to Special Educational Needs and Disabilities

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Headteacher: Mrs J Wright  
SENCO: Miss V Horrocks



## Types of Need

The term Special Educational Needs and Disabilities (SEND) covers a broad range of different types and levels of need, and special educational provision that is provided for a child or young person should match their particular special educational need.

The SEND Code of Practice identifies four broad areas of need which include: -

- ♦ Communication and Interaction
- ♦ Cognition and Learning
- ♦ Sensory and/or Physical Needs
- ♦ Social, Emotional and Mental Health Needs (SEMH)

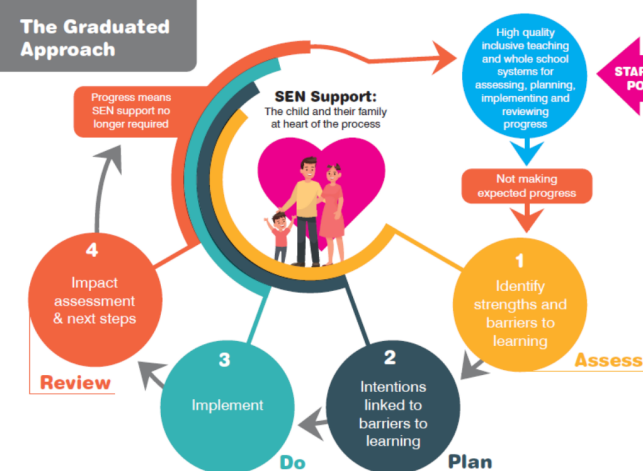
## Levels of Need

In addition to being described via different broad areas of needs, SEND can also exist at different levels of severity. The different levels exist as a continuum and needs may go up and down the continuum over time.

## SEND Provision

The Code of Practice states that a child with special educational needs can be met at either SEN Support or through an Education and Health Care Plan (EHCP).

The majority of children with special needs can be met at SEN Support level. They will not require an EHCP as educational settings, professionals and parents/carers can access all the support they need from services.



In school this support will be SEN Support, which describes the additional help that assists children to access the curriculum. This may include extra help in the classroom, small group work, one-to-one learning or intervention, just to name a few.

They may also access support from other services, such as the local council and health services. SEN Support is part of a 'step by step' approach in meeting needs using the assess – plan – do – review cycle. This cycle is known as the 'graduated approach.'

The Graduated Approach provides advice for educational settings on identifying the appropriate level of need for individual children and young people on this continuum through observing the impact of the child's need/s on their learning.

A child with co-occurring and complex special needs requires specific and detailed outcomes to be identified within an EHCP.

Only 3% of the population receive an EHCP, through a graduated response of the child's needs.

## Lancashire SEND Graduated Response

