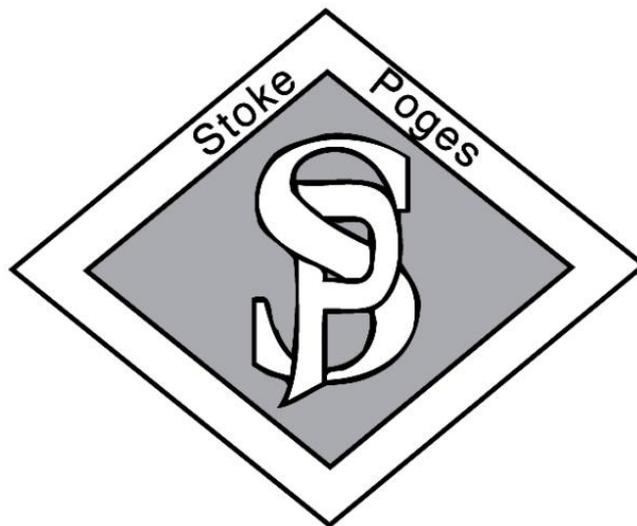


Parents' Guide To
Special Educational Needs and Disability

At

The Stoke Poges School



'Building on high expectations'

Introduction

This booklet has been designed to help you understand how we support children with Special Educational Needs and Disability (SEND) in our school. More information can be found in the school's annual SEND report which is on the Stoke Poges School's website.

http://www.stokepoges.bucks.sch.uk/website/sen_information_report_local_offer/64731

The school's approach to SEND

The Stoke Poges School is committed to providing a high quality, challenging and appropriate education for all pupils and believes that every pupil is entitled to reach the highest level of personal achievement. We believe that educational inclusion embraces diversity and equal opportunities for all learners, regardless of their age, gender, ethnicity, religion, impairment, attainment or background. All children, including those with a special educational need or disability have access to an inclusive, broad and balanced academic and social curriculum, as well as an entitlement to be fully involved in all that the school offers. We are committed to removing barriers to learning and maximising inclusion in order to meet every child's individual needs.

What is SEND?

The Department for Education issued a revised SEN Code of Practice in January 2015. The Code defines SEN as:

'A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally available for others of the same age in a mainstream setting in England..... Healthcare provision or social care provision which educates or trains a child or young person is to be treated as a special educational provision.'

The Equalities Act 2010 states that a pupil has a disability if he or she has:

'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

A pupil with a disability will also be considered to have a special educational need if the disability prevents or hinders them from otherwise making use of educational facilities. Pupils with a disability do not necessarily have a special educational need.



The SENDCO identifies the pupil's needs using the four broad categories identified in the SEN Code of Practice. However, pupils may have needs that span two or more of these.

Area of Need	Difficulty
Communication and Interaction (CI)	Speech, language and communication difficulties or disorders Autistic Spectrum Disorder (ASD), including Aspersers Syndrome
Cognition and Learning (CL)	Significant learning difficulties in relation to pupils of the same age Moderate Learning Difficulties (MLD). Severe Learning Difficulties (SLD) Specific Learning Difficulties (SpLD) e.g. dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health (SEMH)	Behaviour reflecting underlying mental health difficulties e.g. anxiety or depression Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder
Sensory and/or Physical (SP)	Hearing or visual impairment (HI or VI) Physical disability (PD) Multi-sensory impairment (MSI)

How will I be involved?

The Stoke Poges school is proud of the open relationship it has with parents/carers. We value the opinions of parents/carers and listen to and act upon their views when considering SEN provision. We recognise that parents have a unique insight into how best to support their child. We also keep parents/carers fully involved and fully informed about how the school is supporting their child's special educational need or disability.

You can make an appointment to see the SENDCO, **Mrs Stanhope**, by contacting the school office or emailing office@stokepoges.bucks.sch.uk.

The SEND Governor, Mrs Natasha Brady, can also be contacted via the school office email.

Where can I get additional support and information?

SPS SEND Policy: http://www.stokepoges.bucks.sch.uk/website/school_policies/64732

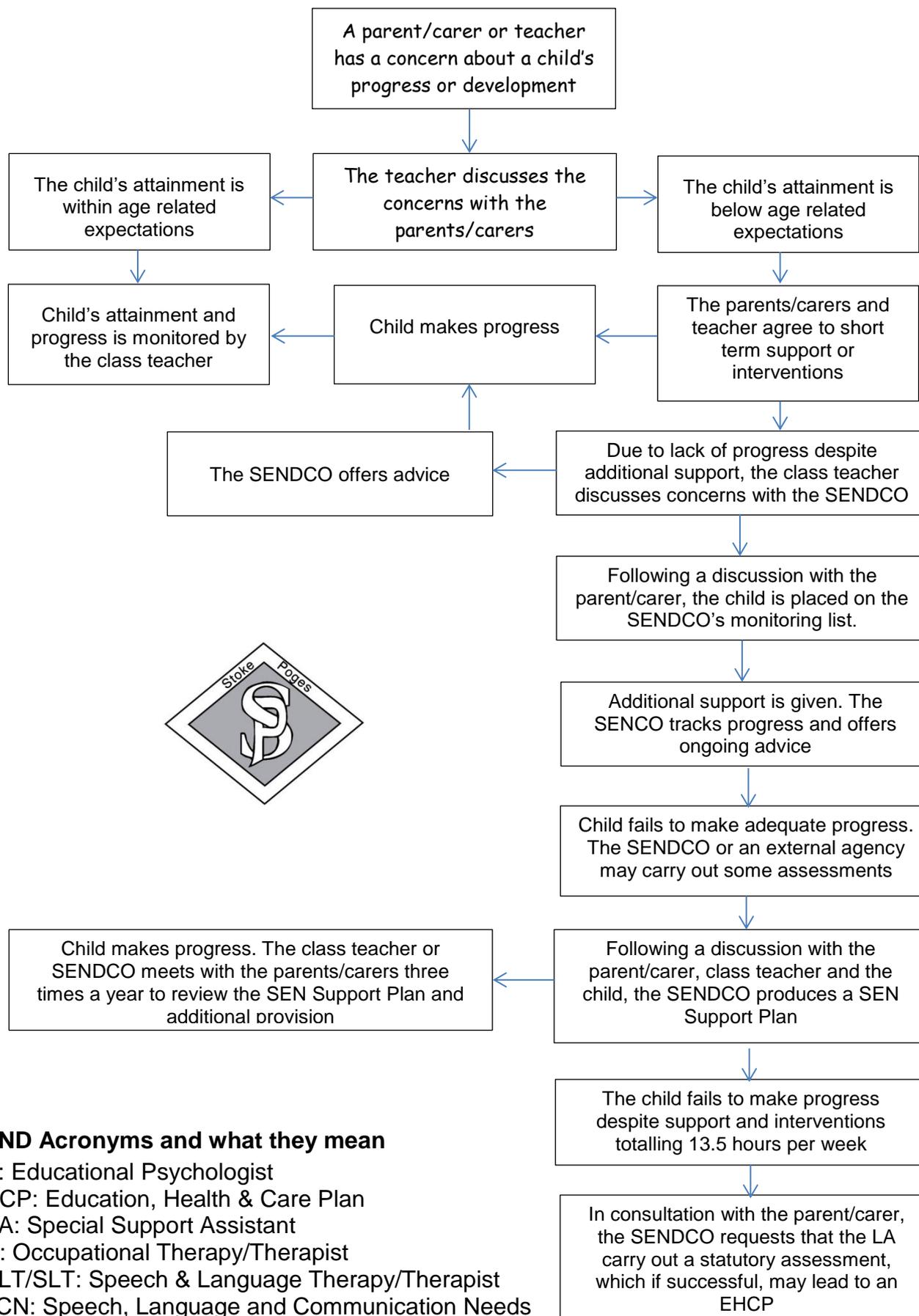
Bucks Family Information service: <http://www.bucksfamilyinfo.org>

SEN Information Advice Support Service: <http://www.bucksgov.uk/education/bucks-send-ias/>

National Association of SEN (NASEN): <http://www.nasen.org.uk/>

Independent Parental Special Education Advice (IPSEA) www.ipsea.org.uk

The Stoke Poges School's SEN Pathway



SEND Acronyms and what they mean

EP: Educational Psychologist

EHCP: Education, Health & Care Plan

SSA: Special Support Assistant

OT: Occupational Therapy/Therapist

SALT/SLT: Speech & Language Therapy/Therapist

SLCN: Speech, Language and Communication Needs

CAMHS: Children and Adolescent Mental Health Service

SENDCO: Special Educational Needs & Disability Coordinator

SENDIAS: Special Educational Needs & Disability Information, Advice & Support Service