

St. John's Catholic Primary School



Special Educational Needs : A guide for Parents and Carers

Through Jesus Christ at St. John's, all our children
Learn to Love and Love to Learn.

The family of St. John's love learning
and are life-long learners.

Our children, through Jesus Christ,
know how to show love to others and God,
remembering kindness comes first.

Common Questions

- What is an Individual Learning Plan (ILP)?
An ILP is a plan that sets out your child's targets that they are working on in school. These are agreed between the teacher, the child and SENDCo. They are shared with parents.
- What is an intervention?
Intervention is what we call support that the children may be involved in to achieve their targets. The type of and frequency may vary from child to child.
- What is the SEN register?
If a child is identified as having a special need, the school is required to keep a special note of this and to keep records of the support that is put in place. It remains in school and is updated on a regular basis.



We are committed to providing the best learning environment for all children. This is most successful when we work together with you to support your child.

What are Special Educational Needs (SEN) ?

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools

Special educational needs may relate to :

- Communication and Interaction-speaking and listening skills
- Social , Emotional and Mental Health-behaviour and emotions
- Sensory and /or Physical-movement, fine and gross motor skills
- Cognition and learning difficulties-understanding and remembering what they have learnt, concentration and focus.

How will I know if my child has Special Educational needs?

- Your child may have been given individual targets for them to work towards from a previous setting
- All children are assessed very carefully within the first few weeks and may be identified as needing some extra help with their learning.
- The class teacher will talk through any concerns with you

It is important that you talk to your child's teacher and share any worries you may have. We can only help if we know about your concerns.

What happens next?

- Meet with the class teacher and SENCo to talk about your child
- We will identify how much support your child needs in order to make good progress with their learning
- An ILP (Individual Learning Plan) will be written by the class teacher
- We will give your child some targets which we will discuss with you
- We will tell you how we will support your child at school so that they can achieve their targets as quickly as possible.
- We will ask you to help at home and give you some ideas as to how you can do this.

How will my child be supported in school?

- We will all work together to support your child.
- The class teacher will decide on the support needed using both the teacher and the Learning Assistant.
- The class teacher will work closely with the SEN Co-ordinator to decide the range of support- it may be 1:1/ small group work support in the classroom alongside others or very specific support eg Speech and Language support
- Every child is different so the support will be specific to them.
- Your child will have an Individual learning Plan (ILP) that sets out the planned provision. You will be shown this and be asked to sign a copy.

Will my child always have Special Educational needs? (SEN)

All children are unique! Children learn at different rates and many factors can affect progress which may be long or short term.

- Ability
- Emotional state
- Age and maturity

The sooner the targets are set this gives your child the best possible chance of progress. The progress will be constantly monitored and reviewed with new targets set accordingly. We will meet with the parents each term to discuss these. If a child is given the tools to succeed early enough, this allows greater opportunities for success.

**Approximatively 20% of all children
have SEN at some time during their
school life**



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