

## Frequently asked questions

### **Q. What can I do if I think my child has special educational needs?**

A. You are an active partner in your child's school. You know your child best and are more likely to spot problems first. If you are concerned, it is best to talk first to your child's teacher.

### **Q. Is there anyone else I may contact for help?**

A. If we cannot help or answer your questions, we know someone who can or who will be able to refer you on:

Croydon Parent Partnership Service:  
(Tel: 0208 663 5626) The service provides information and advice to parents whose children have special educational needs.

### **Q. How can I help my child?**

A. Keep in regular contact with the school and class teacher. Help your child to feel good about him/herself. It is very important that you encourage confidence, competence, self-respect and self-esteem. Give regular support at home which builds on the school's initiative. Be positive, firm, consistent and give praise frequently. Foster a good attitude to school and work.

## Contacts

If you have any questions or concerns your child's class teacher will be more than happy to talk to you. If you have further questions or concerns then you can contact:

**AHT Inclusion**  
Mrs Jenni Stevens

**Head of School**  
Mrs Helen Green

**Executive Headteacher**  
Mrs Claire Murphy

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# Keston Primary School



## Supporting children with SEN Special Educational Needs



A guide for parents & carers

# SPECIAL EDUCATIONAL NEEDS

Children with special educational needs (SEND) have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

Children with SEN may need extra help because of a range of needs:

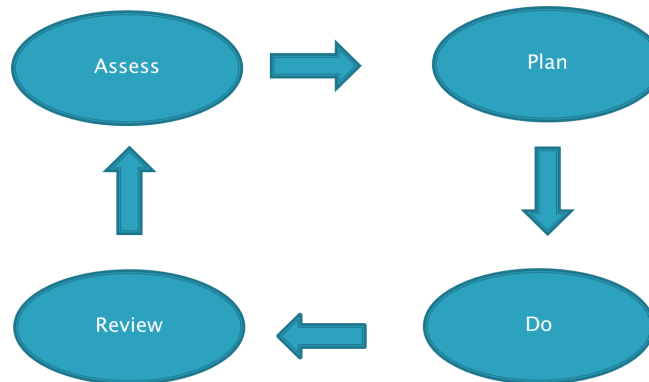
- Cognition and learning difficulties
- Physical or sensory difficulties
- Social, mental or emotional health difficulties
- Communication and interaction difficulties

Many children require some additional intervention at some point in their school career. This does not necessarily mean that they have SEND. If children are identified as having SEND they are given additional support under the category of SEND support. If you are unsure about the type of support that your child is receiving please speak to your child's class teacher.

Most children with SEN will have their needs met in mainstream schools, through a differentiated curriculum. SEN is a whole school responsibility. Every teacher is responsible and accountable for **all** pupils in their class wherever or whoever the pupils are working with.

Identification, assessment and provision of support are key factors in success for children who have SEND.

Once children have been identified as having SEND a graduated approach follows, usually on a termly basis.



If children in receipt of SEND support do not make progress they may require an EHCP (Education Health and Care Plan) which stipulates and safeguards the provision they receive.

All schools are required to publish an SEND Information Report on their website from September 2014. It reflects the nature and level of support that the school offers to children with SEND.

From September 2014 a local offer will be set out by the Local Authority which is responsive to local needs and aspirations for children and young people with SEN.

