

A Guide to The SEND Register

What is SEND?

Special Educational Needs and Disabilities (SEND) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Around one in five children has SEND at some point in their school years. Some children have SEND right through their time in school. SEND covers a broad spectrum of difficulty or disability. Children may have wide-ranging or specific problems, e.g. a child might have difficulty with one area of learning such as letters or numbers. Or they might have problems relating to other children, or to adults.

What is the SEND Register?

The SEND (Special Educational Needs and Disability) register is a list of children who, for reasons detailed below, are receiving additional teaching or support alongside their everyday classroom teaching. The list is fluid and children can be added and removed as appropriate according to the guidance outlined in the SEND Code of Practice.

How is it decided that a child will be added to the register?

Schools must use a 'graduated approach' when making the decision as to whether a child needs to be added to the SEND register. This is known as the 'Assess, Plan, Do, Review' cycle.



This means that teachers will assess your child, plan their learning based around the findings of these assessments, do the things that they believe will best support the child, and then review the outcomes of these interventions. Evidence for all stages of this cycle comes from observations, progress and attainment data, scrutiny of work produced, discussion between teachers and support staff, and the views of parents and carers.

In instances where a child is receiving high-quality provision (both in class and additional) but their progress is still of concern, teachers and support staff then make use of specialist assessment tools to identify specific gap in learning or areas for development. This information is then used to plan the most appropriate intervention and, when necessary, will involve the expertise of outside professionals. Once it has been established that there is sufficient evidence to show that a child fits the definition of having a special educational need, it is then established that the child requires SEND support to make good progress.

Once my child has been added to the SEND register, what happens?

Your child will receive the support necessary in order for them to progress as outlined in the 'Assess, Plan, Do, Review' cycle. This may take place in the classroom with a Teaching Assistant or may take place in a different environment, such as the Rainbow Room, Sensory Room or the Learning Loft. Your child's progress within the intervention and in class is then closely monitored and recorded. If your child makes sufficient progress and staff and parents feel that any 'gaps' in their learning have been closed, then it is possible for the child to be removed from the SEND register.

What sort of support do children on the SEND register receive?

Support varies greatly and covers both curriculum based knowledge (such as Maths and English) and personal or behavioural needs. You will be informed as to the type of support that your child is receiving.

Support includes:

- Writing – Sentence structure, punctuation, grammar, handwriting
- Spelling
- Reading – word reading and comprehension
- Mathematics – arithmetic, mathematical processes, reasoning
- Speech and Language
- Emotional support – recognising and understanding emotions, controlling strong emotions, communicating feelings to others.
- Social skills support – turn taking, eye contact, following rules
- Physical development

Should I be worried?

Absolutely not, your child being identified as having a special educational need is not a negative thing. It simply means that any gaps in their learning or slow progress has been identified and is being effectively managed. It is far better to have your child's learning be monitored and tailored to them than to allow them to struggle in any area of learning. If ever you have any questions or concerns about your child or their provision, it is your right to speak with their class teacher and/or the school's SENDCo (Mrs Rigby).

Where can I find more information?

The best people to speak to are your child's school. They know precisely the support that your child is receiving and will be glad to answer any questions that you have. It can be very easy to research things on the internet and come across information that is either not correct, or not relevant to your child.