

## Working in partnership with parents

We believe a close working relationship with parents is vital. You play a crucial role in your child's life and know your child better than anyone else. There is a wealth of information which shows that children do better when:

- There is a close working relationship between home and school
- Information about a children's learning is shared between everyone involved in a child's development
- Parents show a keen interest in their child's education and make learning a part of everyday life.

We are an open and inclusive school and invite parents to help and support us in all matters concerning your child's learning.

We will keep you up to date with your child's progress through annual reports, parent's evenings, termly One Plan reviews, Annual reviews etc. Parents are also invited to attend meetings with external agencies regarding their child.

**Please do not hesitate to contact us if you have any concerns regarding your child. We are here to listen and answer any questions you may have.**

We ask that your first point of contact is the class teacher.

Our SENCOs Louise Annis & Lisa Scarfe can be contacted by phone via the school office 01371 872340 or by email:

[Louise.annis@dsmprimary.essex.sch.uk](mailto:Louise.annis@dsmprimary.essex.sch.uk)

[Lisa.scarfe@dsmprimary.essex.sch.uk](mailto:Lisa.scarfe@dsmprimary.essex.sch.uk)

## Glossary of terms

**EHCP** - Education, Health and Care Plan

**LDA** - Learning difficulty assessment

**SEN** - Special educational needs

**SENCO** - SEN co-ordinator

**SEND** - SEN and disability

## Where to go for more information

### Contact the school

If you have any questions about the support your child is receiving, or about SEN more generally, please speak to your child's class teacher or our SENCO.

### See our 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.

### External links

The government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this leaflet:

- **SEND Code of Practice: 0 to 25 years**, GOV.UK – DfE  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- **SEND: a guide for parents and carers**, GOV.UK – DfE  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilites\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf)

IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities:

**IPSEA home**, IPSEA

<https://www.ipsea.org.uk/home>

Dunmow St.  
Mary's



A Parent Guide  
to  
Special Educational  
Needs

## What is SEN?

Some children find learning more challenging than others and may need extra support to achieve their full potential.

For example, they might have difficulty with:

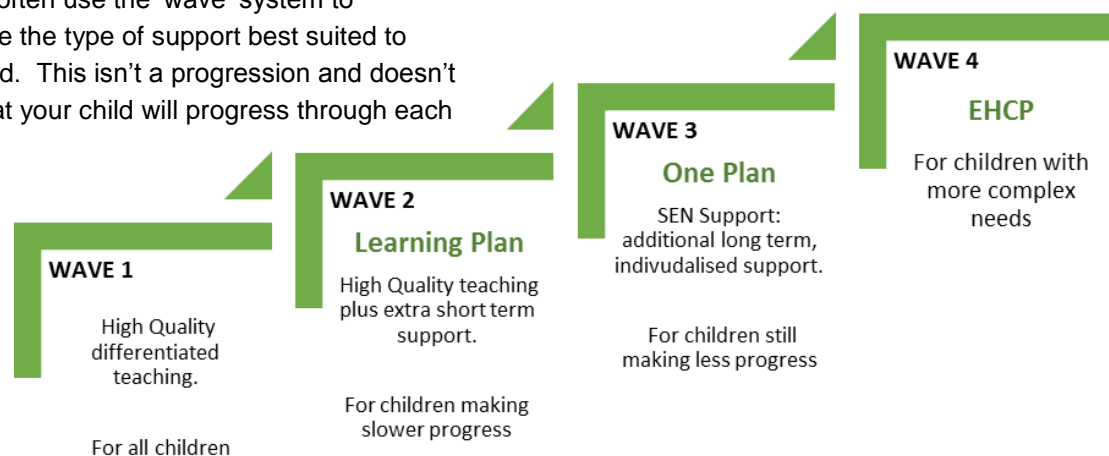
- Expressing themselves
- Interacting with others
- Reading, writing and maths
- Following lessons
- Controlling their emotions
- Sensory or physical mobility

These difficulties can be barriers to learning. We assess **all** children to identify their strengths and needs and how they can best be supported.

Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support
- An EHC plan/statement of SEN

Schools often use the 'wave' system to determine the type of support best suited to each child. This isn't a progression and doesn't mean that your child will progress through each wave.



## What is SEN support?

SEN support describes the additional help that assists children to access the curriculum.

This might include:

- Extra help in the classroom
- Small group or one-to-one learning
- Support from specialists such as speech and language therapists

We aim to work with you and your child when agreeing what support to provide and what it will achieve.

In our school, we have two categories of SEN Support to best help your child:

1. A Learning Plan
2. A One Plan

## What is a Learning Plan?

A learning plan recognises the unique qualities of your child, how they like to learn and the best ways to support them as well as monitoring their progress. Class teachers write the plan with your child and share it with you at parents evening throughout the year.

## What is a One Plan?

A One Plan is written with you and your child and targets are agreed for your child to work on, with support, over the term.

We follow a graduated response where we 'Assess, Plan, Do, Review' your child's needs and progress.

We'll invite you in each term to review the plan.

## What are EHC plans?

If your child has more complex needs, he or she might already have a statement of SEN or be assessed for an EHC plan.

EHC plans are replacing statements of SEN, which will be phased out by 31<sup>st</sup> March 2018.

## FAQs

### ***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 should assess each child's needs closely to identify which support suits him/her best.

The school should also regularly review the support your child receives to see what is working and what isn't, and incorporate your views on this too.

### ***How do I know if my child needs SEN support?***

If your child is not making expected progress for his/her year group, he/she may need SEN support.

The school should discuss your child's needs with you before placing your child on SEN support.

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

Please speak to Lisa Scarfe or Louise Annis who may recommend carrying out an EHC needs assessment.

