

# SEND Support

## How do I raise my concerns if I feel my child has Special Educational Needs?

Raise your concern with the class teacher in the first instance.

### HOW?

During periods of drop off / collection **OR**  
Via email [senco@fog.hlt.academy](mailto:senco@fog.hlt.academy)  
Subject - FAO Name of class teacher

## SENDCo: Kelly Hawkes

At Forest of Galtres Anglican Methodist Primary School, all SEND concerns will be responded to in a timely manner. Although the SENDCo's working days are part-time, another member of staff will aim to contact you by the end of the week that the concern has been raised.

Our Principal and staff prioritise SEND in our to promote an inclusive environment across the whole school.

### Special Educational Needs: Code of Practice 2015

#### What is Special Educational Needs (SEND) defined as?

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age.

#### The different Stages of the SEND Register

All students receive quality first teaching including reasonable adjustments where appropriate.

#### SEN status (K)

Provision that is different from or additional to that normally available to other children.

#### EHCP status (E)

Statutory provision - additional, highly-personalised provision and / or interventions.

All SEND related discussions will be recorded by the class teacher and those that require further exploration by the SENDCo will be logged by the class teacher using the internal reporting system.

All SEND concerns will be triaged by the class teacher, SENDCo and other relevant parties, if appropriate. All referrals will then follow the relevant pathway.

The teacher will feedback to parents / carers in relation to reasonable adjustments that can be made to support the child via quality first teaching in the classroom.

The class teacher will continue to monitor the progress of the child and liaise with parents / carers.

If limited progress is being made by the child, the class teacher will make a referral to the SENDCo via the internal reporting system.

*Each cycle of Assess Plan Do Review (APDR), as stated in the pathways (above and right), should take between 6-12 weeks.*

The SENDCo will feedback to the parents / carers if further exploration of the raised concern may be required. Permission will be sought at this stage.

The SENDCo will feedback to the parents / carers the outcome of the explorations.

The SENDCo will discuss with the parents / carers whether the child should be placed on the SEN Register.

The SENDCo will complete all relevant paperwork (Passports and Learning Plans) in liaison with parents / carers and class teachers where appropriate.

The SENDCo, class teacher and any adults delivering additional interventions will monitor the child's progress and communicate with parents / carers.



**Forest of  
Galtres**  
ANGLICAN METHODIST  
PRIMARY SCHOOL

