



# Special Educational Needs & Disability

---

A Guide for Parents and Carers at Trinity Primary School



## What is a Special Educational Need?

Every child is an individual who develops and learns at different rates; therefore at Trinity Primary School we ensure that planning, teaching assessment and evaluation takes account of the wide range of abilities, learning styles and interests of the children.

However, sometimes children can find it difficult to learn. For example, your child may be having problems with reading, writing, maths or generally coping being in school, which school can help by putting extra support and by working in partnership with yourself. This is often when we identify a child as having a Special Educational Need; which could happen at any time in their school life and they will never be the only one. Trinity Primary School are roughly in line with the national percentage for SEN pupils (approximately 15% of total pupil numbers).

The four broad areas of special needs are referred to as:

- **Communication and interaction** - this can include speech, language and communication difficulties, and children on the autistic spectrum;
- **Cognition and learning** - children who are learning at a slower pace; including dyslexia;
- **Social, emotional and mental health difficulties** - a child may display a change in behaviour due to an underlying cause;
- **Sensory and/or physical needs** - this may include visual and hearing impairments.

The Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014) defines SEN as:

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

If the child has a diagnosed disability, which makes it harder for them to use the same educational facilities that the school provides for the majority of children, the school is obliged to make necessary adaptations (Equality Act 2010).

For some children their need may be a temporary difficulty, while others may have a long term need for special help.

Every child with special educational needs will be identified on the SEN Support register. The purpose of this is to help children achieve the outcomes or learning objectives set for them by the school in conjunction with the parents and pupils themselves.

SEN Support can take many forms, including;

- A specialised learning programme for your child;
- Extra help from a teacher or support assistant, either 1 to 1 or in small groups;
- Making or changing materials or equipment;
- Helping the child to engage in activities;
- Supporting the child to understand appropriate social interactions;
- Supporting a child with personal or physical care
- Advice and/or extra help from specialists, e.g. speech therapists and educational psychologists.

If it is deemed that a child’s needs are very complex/severe, a request can be made to the Local Authority to carry out a Statutory Assessment with a view to the child being provided with an Education, Health and Care Plan (EHCP).

**“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.”**

*Albert Einstein*



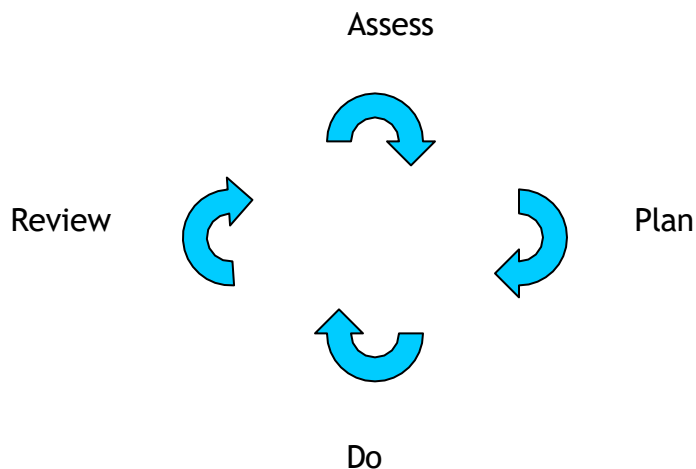
## What will the school do to help a child with a special educational need?

The Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014) states that:

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.’

At Trinity Primary School we are constantly assessing and monitoring the progress of the children. If there is a concern about a child, the class teacher should raise this with the parent/carer and the Special Educational Needs Coordinator (SENCo). We also encourage the parents/carers to raise concerns themselves.

If a child is identified as having a special educational need, the school then uses a model called the *graduated approach*.





## Who should I contact? What is their role?

Should you have any concerns, or questions, about special educational needs you should first contact your child's class teacher. However, you can also contact the following people for more detailed advice, or if you are unhappy with the support that you have been given.



**Trinity Primary School SENCo** Mrs Sally Campbell  
01432 266268 [scampbell@trinity.hereford.sch.uk](mailto:scampbell@trinity.hereford.sch.uk)

She will ensure that the right support is in place, advise teachers and support staff, make referrals, work with external agencies and assess children in school.



**Trinity Primary School SEN Governor:**  
Contact via Trinity Primary School.

They will monitor the work of the SENCo, alongside the Head Teacher.



**SEN Team - Herefordshire Council:**  
Plough Lane Offices  
[senteam@herefordshire.gov.uk](mailto:senteam@herefordshire.gov.uk)  
01432 260088 / 260089



**SEND Information Advice and Support Service:**  
01432 260955  
[Sendias@herfordshire.gov.uk](mailto:Sendias@herfordshire.gov.uk)

SENDIASS support parents, carers, children and young people with SEND and their service is impartial and confidential.