



## Special Educational Needs (SEND)

### Information for Parents / Carers

#### What do we mean by SEND?

Children with SEND can have “*learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children and may need extra or different help from that given to others.*” ([SEND: A Guide for Parents, 2014](#)).



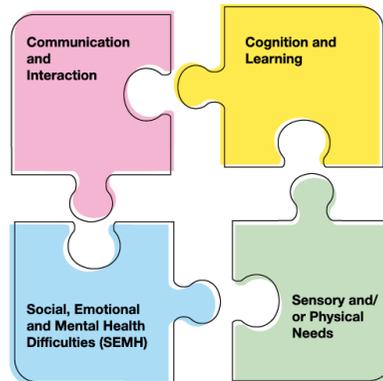
At Gilmour Primary we celebrate inclusion, value all children’s strengths, abilities and achievements and work together with families to ensure all children are supported to achieve their full potential. We aim to remove barriers to learning/wellbeing so that all children can thrive and build their independence.

#### What is SEND Support?

Children are considered to have a learning difficulty or disability if they ([SEND Code of Practice, 2015](#)) :

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age.

Gilmour Primary identify SEND using the four broad areas of need outlined in the SEND Code of Practice.



#### What is an Education, Health and Care Plan?

A plan that identifies your child’s needs across the four broad areas of learning. This means they require additional support beyond school’s SEND Support. It is developed in partnership with families and professionals.

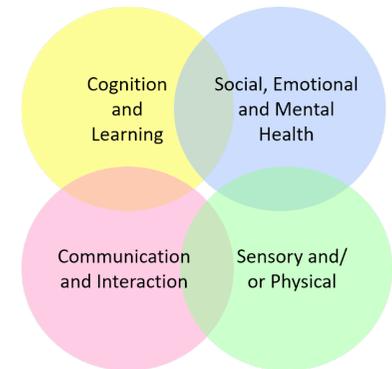
#### What are the four broad areas of need?

**Communication & Interaction:** This may be speech, language and/or communication difficulties.

**Cognition and Learning:** This may present as difficulties in the areas of organisation and memory skills, or a diagnosed specific learning difficulty.

**Social Emotional and Mental Health:** This may be difficulty with managing feelings and/or relationships with others, attention skills or identified needs within health and wellbeing.

**Sensory and/or Physical:** This may be a visual and/or hearing impairment, or a physical need that requires specialised equipment.



Some children may have SEN that covers more than one of these areas.

## What do we mean by a Graduated Approach?

The **Graduated Approach** is an important process of supporting the needs of children with SEND.

Every teacher at Gilmour Primary is a teacher of SEND, and have a role to play in implementing the Graduated Approach cycle.

At Gilmour Primary we follow the Graduated Approach outlined in the SEND Code of Practice.

## Assess – Plan – Do – Review

This ensures our children receive the **right level of support at the right time**.

## What happens at each stage of the Graduated Approach?

**Assess:** Together we identify and understand your child's needs and/or barriers to learning or wellbeing.

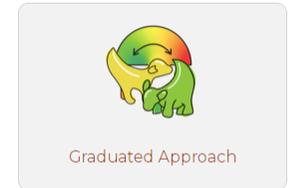
**Plan:** We work together to agree strategies and/or interventions that have achievable outcomes.

**Do:** We implement the agreed support/provision.

**Review:** Together, we evaluate progress and adjust provision where necessary.

## Want to know more about....?

**Liverpool's SEND Local Offer** and the Graduated approach, click here:

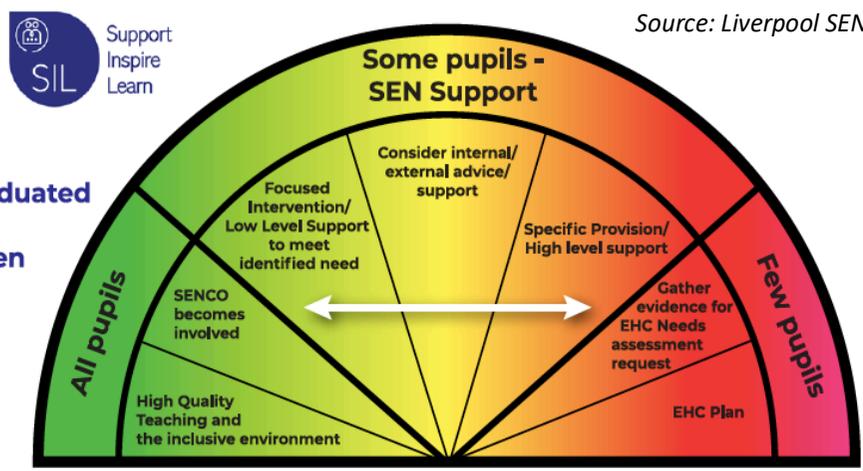


## How do I know my child needs SEN support?

At Gilmour Primary your child's class teacher is the first point of call. Following this, it may be that the school's SENDCo will meet with you to discuss your child's strengths, needs and area for support. We will work collaboratively through the Graduated Approach.

## Where can I access further support for my child?

Liverpool's Local Offer helps you to understand what services and support can be access in our local area, but some of our suggestions are:



Source: Liverpool SEND Graduated Approach

Assess, Plan, Do, Review at each stage