

The SEND Register

**A guide for
parents and carers**



JOHN HAMPDEN PRIMARY SCHOOL



Dear Parents and Carers,

Thank you for taking the time to read this booklet. It has been written to help you understand how we support children with Special Educational Needs and Disability (SEND), particularly around what the SEND register means.

As a school, we are focusing on ensuring our SEND register reflects current needs within the school, while also reviewing children that are able to move off the register due to progress made. The SEND register is a working document that we expect to change regularly.

If you have any questions about SEND and your child, please ask.

You can contact Mrs Cook by:

Email: senco@john-hampden.oxon.sch.uk

Telephone (School office): 01844 212291



We are here to help you and your child.

Mrs Elena Cook

Special Educational Needs & Disability Co-ordinator (SENDCo) and Inclusion Lead at John Hampden Primary school

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?

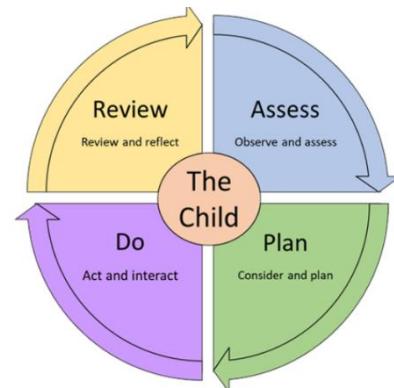
The SEND (Special Educational Needs and Disability) register is a list of children who are receiving additional teaching or support alongside their everyday classroom teaching. The list is fluid and children can be added and removed as appropriate according to the guidance outlined in the SEND Code of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



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

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 Nurture Room or Sensory Room. 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 Cook).

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.

How can you help?

Your role is vital in helping your child to succeed!

You can help by spending time with your child and boosting their self-esteem:

- show an interest in your child's hobbies,
- talk to your child and give lots of praise,
- hear your child read,
- support your child with his/her home-work and SEND targets.

It is also very valuable if you can work with the class teacher by:

- talking to the teacher about any concerns,
- sharing information about your child,
- attending SEND review meetings to help check progress and plan the next steps in your child's learning.

A shared approach will result in the best progress for your child. Please talk to the class teacher if you have any queries or concerns. If you still have concerns, you can discuss them with Mrs Elena Cook, the SENCo, or Mr Paul Hankey, the Headteacher, or with Mrs Fiona Morris, the SEND Governor.

You can also contact SENDIASS Oxfordshire which provides free, impartial and confidential information and advice for parents and carers of children who have or may have a SEND need. You can visit their website using this link: [SENDIASS Oxfordshire – Provide Support to people with SENs in Oxfordshire](#)



Call: 01865 810 516



Text: 07786 524 294



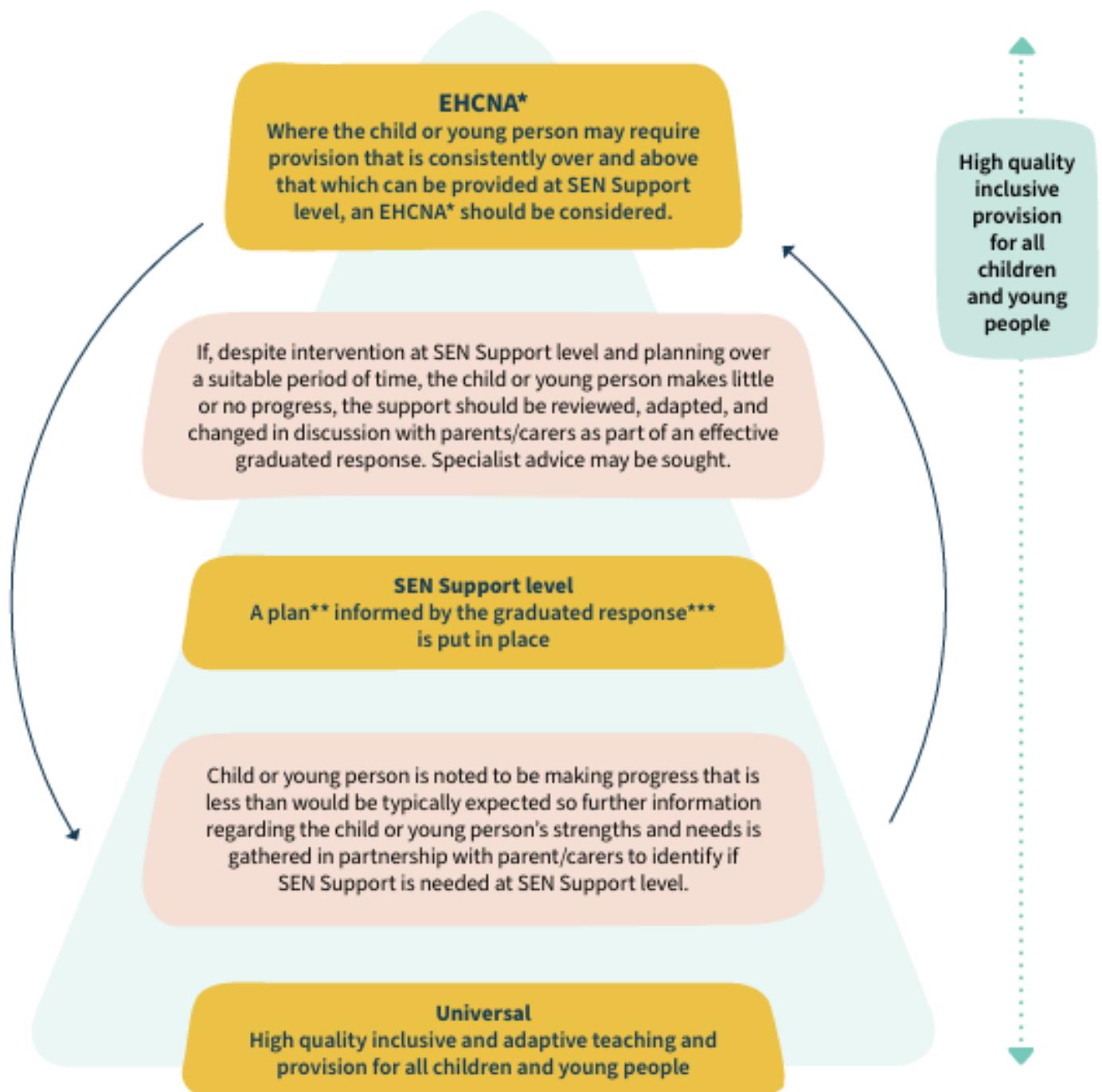
info@sendiass-oxfordshire.org.uk

For more information, visit Oxfordshire's SEND Local Offer: [Oxfordshire SEND local offer | Oxfordshire County Council](#)

Oxfordshire Family Information Service have created a Facebook group called 'Oxfordshire SEND Families Together'. This is a group for parents and carers of SEND children and it is designed to share information, activities and events etc. that will be useful and relevant to families: [Oxfordshire SEND Families Together | Facebook](#)

From Oxfordshire's [Ordinarily available provision](#) for SEND pupils:

High quality teaching is effective for all children. All teachers and practitioners are teachers of children and young people with SEND.



* Education Health and Care Needs Assessment

** Examples include a pupil profile/pupil passport/all about me/SEN Support plan etc.

*** See graduated response programme diagram in section 9