

What to do if you have concerns:

We welcome communication from home and we believe that it is important that we have a holistic understanding of children in our care in order that we are best placed to support their individual needs. If something has arisen that you think we should know about we are here to listen and support.

As a parent, if you have concerns about your child's academic progress or wellbeing and you think it may be related to special educational needs, you should make an appointment with your child's class teacher in order to discuss your concerns. It is important to note at this stage that not all concerns around progress have SEN as the root cause, lack of progress can be attributed to attendance or gaps in learning for example.

The class teacher will be able to detail the strategies currently being used in class and some additional short term support strategies can be agreed to help enable your child to make progress. Interventions can also be arranged to support social and emotional concerns and we have a number of graduated SEMH interventions. Hopefully, this targeted additional support will help to remove barriers for your child and they will be able to make satisfactory progress towards the aims that have been identified for them.

If the concerns continue or require further investigation, the class teacher will complete an Initial Concerns Form, which will be sent to the SENCo. The SENCo will then meet with the class teacher to discuss support and next steps. The outcome of this meeting will be communicated to you. At which point, your child will be added to the Adaptive Strategies Register and Pupil Profile will be created for them to outline the targeted support they are receiving and the expected outcome. The teacher will have a meeting with you to discuss what measures are being trialled in class to support your child, this may include some small group interventions for example in relation to phonics. The SENCo may attend this meeting, however, all teachers are teachers of SEND and class teachers maintain overall responsibility for your child's progress therefore the teacher will take the lead in delivering in-class support.

It should also be noted that the Adaptive Strategies Register may include children with Speech and Language issues, ADHD. At Frenchay, we do not automatically add children with a diagnosis to the SEN Register as our whole school universal provision and Teaching and Learning Framework is based around inclusion by design and has SEN strategies and pedagogical approaches at its core.

Frenchay's Graduated Approach to SEN, includes Specialist Support this may include children with more complex medical diagnosis, children on the EHCP pathway and children with an EHCP. These children will receive support and interventions in accordance with recommendations made by outside agencies such as the Local Authority and/or medical reports. These children will be on the SEN Register and have a Support Plan which will be reviewed at least once every term (Autumn, Spring and Summer).

Flow chart for parents raising SEN-related initial concerns.

Step 1:

Contact the class teacher.

Ask for a meeting to discuss your concerns.

The class teacher will be able to inform you if they are observing similar causes for concern at school.

They will be able to inform you of the support your children is currently receiving and if they are making progress.

Step 2:

Following step 1, it may be agreed that there is a concern which needs to be monitored. In which case, the class teacher will complete the Initial Concerns Form, including the views of the parents.

This will be emailed to the SENCo and saved on the SEND folder.

Step 3:

After consultation with the SENCo, it may be agreed that your child will be added to the Adaptive Strategies Register and a Pupil Profile created for your child. The SENCo may give advice and support on appropriate strategies and interventions.

The Adaptive Strategies Register (ASR) will record what additional supports your child is receiving to remove barriers. The Pupil Profile will record the area of concern, the supports being used and the intended outcome. This will be shared with you and reviewed every full term.

Children may be added to, or removed from, the Adaptive Strategies Register in response to changing levels of need.

The decision to add your child to the Adaptive Strategies register will be communicated in writing and a copy of the Pupil Profile shared with you.

Your child will be monitored for progress.

Step 4 (a)

If after a period of close monitoring, sufficient progress is made, your child may be removed from the ASR but will be monitored to ensure progress is being maintained.

Step 4 (b)

If after a period of close monitoring some progress is made, your child will remain on the ASR. Support offered will be reviewed. Additional support may be added or support may be changed. The updated Pupil Profile will be shared with you. Your child's progress will continue to be monitored.

Step 4 (c)

If insufficient progress is being made. Further investigations will be required.



Step 5

Following Step 4 (c), if your child has not made sufficient progress, the SENCo will consider next steps with the family. A number of referrals can be made to external agencies/professionals: educational psychologist, Speech and Language Therapist, ADHD referral, Autism Referral, CAHMS referral.

With parental consent, evidence will be gathered including that collated at steps 2 – 4 and additional referral specific paperwork will be completed. The SENCo will then make the referral.

(NB/ in some instances it can be quicker to make private referrals, this is something that can be discussed)