

How will Village Infants know if my child needs extra help and what will happen?

We know when pupils need extra help if:

- Concerns are raised by parents/carers, teachers or the child
- Expected progress is not being made
- There is a change in the pupil's behaviour or progress

To help identify if a pupil may need extra help:

- Pupil progress is continually monitored by the Class Teacher through observation, assessment and reviews.
- Each term pupil progress in Literacy and Numeracy is formally assessed and tracked by the Class Teacher, Head Teacher, SENCO, and Subject Leaders.
- Class teachers have termly meetings with the school SENCO to discuss the progress of pupils in their class.

The Code of Practice 2014 identifies four broad areas of need:

1. Communication and Interaction.

- Children with Speech, Language and Communication needs (SLCN) have difficulty in communicating with others. The profile for every child with SLCN is different and their needs change over time.
- Children with Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others and on their learning.

2. Cognition and Learning

- This area includes pupils who learn at a slower pace than their peers, even with appropriate differentiation.
- Learning difficulties cover a wide range of needs. These include moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and have difficulties associated with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as disability or sensory impairment.

3. Social, Emotional and Mental Health Difficulties

- Children experiencing these difficulties may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

4. Sensory and/or Physical Needs

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time, they include: visual impairment, hearing impairment, multi-sensory impairment, physical disability.

If you have any concerns about your child, please speak to the Class Teacher. If necessary, the Class Teacher will then speak to the SENCo and a meeting will be arranged to discuss your concerns. If the school has any concerns about your child the Class Teacher will arrange to meet with you.