

My child was on the SEN register at stage 2 in primary school, do they stay on it in the new school?

The SENCo/LSC will look at your child's needs in their new school environment and decide what is best for them. Classes are arranged differently in post primary, and the children have matured, so the provision may be different in the new environment. Some children will need reasonable adjustments. *These can be simple changes such as improvements to the environment or how information is delivered, and they may have these recorded in a school passport. If no additional provision is being made for your child, they will not be on the SEN register or require an Individual Education Plan/PLP.* If you have any concerns about your child, ask to speak to the SENCo/LSC.

What if my child has a statement of SEN?

The P7 Annual Review will have looked at what your child may need in their new school either to settle in or for longer term depending on their needs. The EA will forward a copy of your child's proposed statement to their new school. *With your consent, key information about your child's SEN, that is held by the primary school, can be shared with the post primary school.* Once their placement is agreed, the EA will write to the school and confirm the special educational provision the EA is funding.

In the larger school setting classroom assistance is normally shared with others in the class and is therefore less visible than in primary school.

CONTACT DETAILS

The **SEN Advice and Information Service** helps parents of children with special educational needs access support, guidance, and advice in relation to the needs of their children.

SEN Helpdesk Tel: 028 9598 5960

Choose option 1:

To select a local area office for specific SEN queries about a particular child

Choose option 2:

For all general SEN queries.

Choose option 3:

To make a request for consideration for Statutory Assessment

Dispute Avoidance & Resolution Service (DARS)

Global Mediation

55-59 Adelaide Street, Belfast

Tel: 028 9072 6060

Special Educational Needs and Disability Tribunal

Tel: 028 9072 4887

Email: tribunalsunit@courtsni.gov.uk

USEFUL DOCUMENTS

DE, The Code of Practice on the Identification & Assessment of SEN (1998) and the Supplement to the Code of Practice (2005)



How Children's Learning is Supported in Post-Primary Schools

Guidance for Parents and Carers



CYPS

SEND Implementation Team

www.eani.org.uk

Your role as a Parent

As a parent you know your child better than anyone else. You hold key information and therefore have an important role to play in supporting their education. You have unique knowledge and experience to contribute to the shared view of your child's needs and the best way to support them with their learning, both at home and in school.

Open and honest communication

The school will make time to listen to concerns that you may have about your child and will offer advice and support if needed.

The school will involve you and your child in decisions about them.

The school will ask your permission if they need to involve any other professionals to support or assess your child.

Your child's views are important

Children have a unique view of their own needs and capabilities and possess their own opinions about the sort of support they would like to access to help them to reach their potential. The school will ensure that your child will be listened to and that their views will be valued and responded to.

How does the school meet the needs of all its learners?

If your child is provided with different work or activities in class from that of their peers, you should not worry. All children are different. Teachers are highly skilled professionals and use a wide range of approaches and strategies to help children learn. Praise your child for their efforts and for trying their best in school. This will help build their confidence.

The school holds a **medical register** which records children's medical diagnoses. If your child has a medical diagnosis, it *does not* automatically mean they have SEN.

Children make progress at different rates and have different ways in which they learn best.

Teachers take account of this by looking carefully at how they organise lessons, the classroom, the books, and materials they give to each child and the way that they teach.

Supporting individual differences

Teachers have a professional responsibility to act upon their assessments and observations. Therefore, they will always choose the most appropriate way to help each child learn from a range of activities within a continuum of learning support.

What to do if you are worried that your child may have Special Educational Needs (SEN)?

Children do not all learn at the same rate or pace. Some may have difficulties with aspects of their learning from time to time but most children with learning difficulties do not have special educational needs.

If you are worried about your child's progress, contact the form teacher who will arrange a time to meet with you. The teacher will explain how your child is getting on in school and, if needed, will address any concerns you may have. The teacher will also advise you on how you can help your child at home.

If, after a period of observation, the teacher thinks that additional provision in school is needed for your child, they will contact you and arrange a meeting to discuss.

Please be assured that schools have clear processes for identifying and assessing children with special educational needs. Staff will strive to ensure that your child's needs are fully met, whether they have learning difficulties or SEN.

