What to do if you are concerned your child might have Special Educational Needs

There are four broad areas of SEND: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health needs and Sensory and/or Physical Needs.

A child has a specific educational need and/or disability where there are significant barriers to their learning. Concerns may be raised if a child's progress is very slow and/or if their development is well below age related expectations.

Make an appointment to speak with your child's class teacher/key worker/unit lead they know your child best.

It may be that they have concerns as well and are already monitoring the situation and gathering evidence.
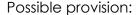
If there are concerns the class teacher/key worker/unit lead will decide to investigate further or monitor.
Further investigation:
- The Oxford County Council SEND Guidance (Descriptors) are used
- Evidence such as observations and assessment records
- Discussions and possible meetings with the SENCO
- Possible additional assessments

A decision is made if to add the child to the SEND register – discussed with you and answering any concerns you may have. You will sign to say you are happy with this decision.

Once your child is on the register a pupil profile is written:

- Contains staff, child and parent/carer input.
- Outcomes and support are outlined.
- Reviewed during the year.
- Additional parent/carer meetings to discuss/review the profile.

Possible provision:
- Targeted extra support
- Specific equipment
- Interventions

Monitoring will take place through:
- Reviewing the profile
- Assessments
- Pupil progress meetings

If your child makes progress and it is considered that they no longer have a SEN that is a barrier to their learning they will be removed from the SEND register.

Some children may need additional support from external agencies.
At Comper we work with amongst others:
- Educational Psychology
- SENSS Team – communication & interaction, complex needs
- Speech and Language Therapist