

[illegible]

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- (Special educational needs and disability code of practice: 0 - 25 years, page 25, Department for Education, January 2015)

We recognise that not all children learn at the same pace, and that some children may need additional support at some point during their time with us.

Children in Years 1-6 are taught in mixed year groups by their Class Teacher. **Mrs Karen Smith** is the **Special Educational Needs Coordinator** (SENCo) who oversees provision and liaises with outside agencies when additional support is needed.



Dr. Jennifer L. Smith is an Associate Professor of Psychology at the University of North Carolina at Charlotte. She has a Ph.D. in Psychology from the University of North Carolina at Chapel Hill. Her research interests include the role of emotion in decision making and the impact of social support on mental health. She has published numerous articles in peer-reviewed journals and is currently working on a book about the psychology of stress.

Mrs Karen Smith (SENCo)

It is not unusual for children to learn to read and write at different times, or for progress in Literacy and/or Numeracy to be rapid and then plateau. Support is routinely given to individual pupils by Teaching Staff within the classroom to ensure they make progress.

Children working significantly below the national expectation for their age in a particular area are most likely to be identified as having Special Educational Needs.

Parents will always be consulted prior to an initial assessment visit being arranged and will be given an opportunity to meet the specialist from whom advice is being sought.

There is a wealth of information available to parents on the SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Service) website at: <https://www.kids.org.uk/sendias>

At Broadwas, we aim to build excellent relationships with our children and their parents. We are always available to discuss issues regarding a child's emotional or academic well-being.

## What is an IPM?

### What if I have concerns about dyslexia?

Children with dyslexic tendencies are placed on the Worcestershire Dyslexia Pathway and their progress is reviewed regularly. An external assessment from a member of the Chadsgrove School Learning Support Team may be requested if a diagnosis of dyslexia is likely.

Children with Special Educational Needs may need additional visits prior to their transition to High School. We are keen to see all our children make a smooth transition into Year 7. The school SENCo, Mrs Smith, liaises with each High School to arrange additional visits, where necessary, and to inform each High School of any additional support a pupil may have had during their time at Broadwas.