

Special Educational Needs (SEN)

Identifying SEN

The Code of Practice (2014) defines SEN:

A child has SEN if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Where a child's progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN support may need to be made.

At Friday Bridge Primary School, we commit to identify barriers to learning by undertaking the following activities:

1. Observations – class based or diagnostic assessments
2. Consult regularly with parents, carers, governor, outside agencies

3. Monitor progress of our in-house interventions and class-based learning
4. Pupil progress meetings are held termly
5. Use the experience of our staff, SEN Coordinator (SENCO) and Senior Leadership Team (SLT)

If you have any concerns regarding your child's progress or wellbeing needs, please speak in the first instance to your child's class teacher. You may alternatively make an appointment to speak with the school SENCO (Donna Suttle) via the school office or email.

