

## SEN- What does it mean?

In the 1996 Education Order, a child is described as having special educational needs (SEN) if they have a **significantly greater** difficulty in learning than other children which calls for special educational provision to be made for them that is additional to or otherwise different from that which children of a similar age receive in an ordinary school.

A child also has SEN if they have a disability that calls for special education provision to be made for them.

If your child's school thinks that your child needs special educational provision they will be placed on the school's SEN Register.

The school will meet with you to discuss your child's needs and agree the targets for their Individual Education Plan (IEP) and what you can do to help. Only the school can decide if your child should be placed on the SEN Register.

### What if the difficulties persist?

If your child does not make adequate progress on the targets in their IEPs and continues to experience significant difficulties, the school may wish to seek further advice and support from the Education Authority.

The school's Principal and/or the Special Educational Needs Co-ordinator (SENCo) will discuss this with you and seek your agreement.

## EA SEN CONTACT DETAILS

### Statutory Assessment and Review Service

Armagh Office Tel: 028 37512200  
Ballymena Office Tel: 028 25661111  
Belfast Office Tel: 028 90564000  
Dundonald Office Tel: 028 90566200  
Omagh Office Tel: 028 82411411

### The SEN Helpline

028 9598 5960

### OTHER USEFUL CONTACTS

#### Dispute Avoidance and Resolution Service

Global Mediation

Tel: 028 9072 6060

Email: [DARS@globalmediation.co.uk](mailto:DARS@globalmediation.co.uk)

#### Special Educational Needs and Disability Tribunal

Tel: 0300 200 7812

Email: [tribunalsunit@courtsni.gov.uk](mailto:tribunalsunit@courtsni.gov.uk)

### USEFUL DOCUMENTS

[DE \(1998\) The Code of Practice on the Identification and Assessment of Special Educational Needs](#)

[DE \(2005\) Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs](#)



## How Children's Learning is Supported in Primary Schools

### Guidance for Parents and Guardians



CYPS

SEND Implementation Team

[www.eani.org.uk](http://www.eani.org.uk)

2020/21

## 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 effort and for trying their best in school. This will build their confidence.

The school also holds a Medical Register which helps them to record 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. This is often described as **differentiating the curriculum**.

## 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 this with you.

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.

