



Thomas Johnson Lower School - A Person Centred Approach to SEND

Which areas might children need extra help or support with?

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education. These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory or physical

If a student has SEND, then their needs will fit into one or possibly more than one of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

At Thomas Johnson Lower School we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician or support with difficult behaviour patterns through Jigsaw
- If a student is identified as having SEND then their name will be added to the SEN register, but we recognise that students' needs may change over time and provision must reflect this. Therefore a child may be on the SEN register for a short time e.g. 6 weeks while an intervention is put into place to support the child and close the gap in their attainment. Other children may benefit from being on the SEN register for a longer period of time as teachers and support staff endeavour to work to support the child to increase attainment and ensure the child achieves the identified outcomes. The aim of any additional provision is for the child to achieve age expectations and outcomes which are always shared with parents, carers and the child.

