SEND Support Leaflet

An Information Guide for Parents and Carers

Anglo European School 's practice is guided by the SEND Code of Practice: 0-25 The Anglo European School seeks to develop ambitious, resilient and principled young people who recognise their common humanity and who seek to create a better and more peaceful society through inter-cultural understanding and respect. We encourage our students to become active citizens who are internationally-minded, lifelong learners who understand that other people, with their differences, can also be right.

Our Commitment

We follow the SEND Code of Practice (2015) and Essex Local Offer guidance to ensure every child receives the support they need to thrive. Our aim is to develop confident, resilient learners who feel valued and included in our school community. (View here)

What is the SEND Code of Practice?

The SEND Code of Practice is a national framework that all schools must follow when supporting children with Special Educational Needs and Disabilities (SEND). It ensures consistency and fairness so that every child has access to appropriate support. (View here)

What are Special Educational Needs?

A child has SEND if they need additional or different support to make progress in learning. The four broad areas of need are:

- Communication and Interaction (e.g., speech, language, autism)
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Our Approach

We use a graduated approach called Assess – Plan – Do – Review:

1. Assess: Identify strengths and needs.
2. Plan: Agree strategies and support with parents/carers.
3. Do: Implement support in class and through interventions.
4. Review: Monitor progress and adjust provision regularly.

High-quality, inclusive teaching (known as Quality First Teaching) is the foundation of all support.

What is SEN Support?

If your child needs extra help, they will be placed on our SEND register. SEN Support may include:

- Adapted teaching and resources
- Small group or one-to-one interventions
- Use of aids (e.g., laptops, coloured overlays)
- Access arrangements for tests
- Support from specialist teachers or therapists

Progress is reviewed regularly with parents/carers.

Education, Health and Care Plans (EHCPs)

A small number of children with complex, long-term needs may require an EHCP, which provides additional funding and sets out specific provision.

Transition Support

We work closely with primary schools and families to ensure smooth transitions. This includes:

- Gathering information from previous settings
- Attending review meetings
- Organising transition days and SEND-specific sessions
- Meeting parents/carers before term starts

External Support

If progress remains limited, we may involve external specialists such as:

- Educational Psychologists
- Speech and Language Therapists
- Specialist teachers for sensory or physical needs

We always seek parental consent before referrals.

Funding

Schools receive a Notional SEND budget to provide support. Additional funding is available for pupils with an EHCP.

Who to Contact

Start by speaking to your child's tutor or Year Leader. For SEND-specific queries, contact the SENDCo via the school office or email ADMINSEND@aesessex.co.uk. We aim to respond promptly, but please allow time due to teaching commitments.

How Parents Can Help

- Share any concerns or changes at home

• Support reading, spelling, and homework

• Attend meetings and reviews

• Encourage and praise your child

Working together ensures the best outcomes for your child.

Useful Links

SEND Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Essex Local Offer: https://essexlocaloffer.org.uk/

Essex Accessibility Strategy: https://www.essex.gov.uk/accessibility-strategy

Scan the QR code below to visit the Essex Local Offer:

Some other suggestions for specific SEND needs can be found here:

ASC/Autism	
Information Websites	https://www.autism.org.uk/ https://www.autism.org.uk/about/family-life/parents-carers.aspx
Tips	– Children with Autism need structure and routine. You can help them by using visual timetables to help them see what is happening at each step of the day, so they know in advance what they will be doing next. This will relieve some of their anxiety. – You might want to set a specific place for them to do any work or tasks. Each child's workstation may differ slightly, so you could ask your child to help you set one up that will suit them. – Prepare them for changes in routine. – Help your children to recognise and name different emotions and feelings. You can do this by discussing their own emotions, how characters in books and on TV programs might be feeling and how you might be feeling. Alongside naming the emotion, describe it and explain why you, they or fictional characters might be feeling like that. You can also complete role play and guessing games, asking them to name the emotion and explain it. – Use a 5-point scale to support children in managing their emotions. – Use social stories and comic strip cartoons to help children understand different situations and perspectives and address inappropriate behaviour. – Be aware of your child's sensory needs and support them in managing that need to help them learn e.g., sound reducing earphones if noise is a problem; comfortable clothes; keeping the area surrounding the work space clear to avoid over-stimulation etc. – Play lots of games with your child to encourage social skills, such as taking turns and understanding about winning and losing.
Resources	Visual timetable (see school website) Social stories and comic strip cartoons: https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx 5 point scale: https://www.5pointscale.com/

	Social skills games: https://www.twinkl.co.uk/resources/specialeducationalneedssen/specialeducationalneeds-sen-social-emotional-and-mental-healthdifficulties/sen-friendship-and-social-skills http://autismteachingstrategies.com/free-social-skills-downloads-2/ Example of how a workstation works: https://www.google.com/search?q=asd+workstation&rlz=1C1GCEA_enGB768GB768&oq=ASD+workstation&aqs=chrome.0.0l2j69i59j0l2.3665j0j8&sourceid=chrom e&ie=UTF-8#kpvalbx=_px4XpK-ONCQ8gKs24egBA49

ADHD	
Information Websites	https://www.adhdfoundation.org.uk/information/parents/ General Info on ADHD - http://www.adders.org/info170.htm Self-esteem - http://www.adders.org/info79.htm Managing ADHD - http://www.adders.org/info58.htm
Tips	– Offer routines and structure – Create a quiet space for them to learn with no distractions. – Give them something to fiddle with whilst you are talking to them or you want them to focus. It can also be helpful to let them move around the room whilst they listen. – Ask them to do one task at a time – Provide checklists or visual timetables to support organisation. – Use timers to help with time management and build in frequent movement breaks. – Suggest rather than criticise (children with ADHD often have low self-esteem) - Provide lots of opportunities for exercise and movement. – Set up a reward scheme to encourage them and support them with their behaviour. – Build on success and help children to pursue more of what they enjoy. – Put clear boundaries in place.
Resources	https://www.thebodycoach.com/blog/pe-with-joe-1254.html Play games on consoles such as Just dance, Wii Sports to encourage greater movement from your child.
Dyslexia	
Information Websites	https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child https://www.understood.org/en/school-learning/learning-at-home/homeworkstudy-skills/8-working-memory-boosters
Tips	- It is important to encourage children to recognise and pursue the areas in which they excel (do more of what they enjoy) and support them with the areas they find difficult. -Allow children to use a word processer/laptop/Chromebook to complete some written tasks. This highlights spelling errors and offers alternatives. If they cannot type, encourage them to learn, so that they are able to use a keyboard with more speed and fluency.
	-Play games to support memory and retention e.g., pairs, Go Fish etc. (see resource links for more ideas) -Enable children to access age related audiobooks to develop a love of reading. Encourage them to share what's happening in the story and share their excitement, wondering aloud what will happen next. This will also develop their vocabulary and comprehension, without them even realising that they are learning. -Do not make reading a fight. Encourage children to read one page and you read the next page. Read some books to them for pleasure and invite them to read a section if they want to. By developing a love of books and stories children will naturally want to learn how to read, so make the experience as pleasurable as you can.

Resources	Dance mat Typing – free beginners typing course for children. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr Free Phonics games - https://www.phonicsplay.co.uk/ https://www.weareteachers.com/working-memory/ https://www.understood.org/en/school-learning/learning-at-home/homeworkstudy-skills/8-working-memory-boosters Free audio stories https://stories.audible.com/start-listen
Motor Coordination Disorder/Dyspraxia	
Information Websites	https://dyspraxiafoundation.org.uk/ http://www.movementmattersuk.org/
Tips	– Allow children to use a word processer/laptop/Chromebook to complete some written tasks. If they cannot type, encourage them to learn, so that they are able to use a keyboard with more speed and fluency. – Offer routines and structure – Create a quiet space for them to learn with no distractions. – Give them something to fiddle with whilst you are talking to them or you want them to focus. It can also be helpful to let them move around whilst they listen. – Ask them to do one task at a time – Provide checklists or visual timetables to support organisation. – Use timers to help with time management and build in frequent movement breaks. – Play lots of games with your child to encourage social skills, such as taking turns and winning and losing. – Help your children develop their fine and gross motor skills and core stability (see resource below) https://dyspraxiafoundation.org.uk/wp-content/uploads/2013/10/classroomguidelines.pdf
Resources	Dance mat Typing – free beginners typing course for children. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr Motor skills development: https://www.lincolnshirecommunityhealthservices.nhs.uk/application/files/2915/ 2285/5110/1st_Move.pdf Social stories and comic strip cartoons: https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx 5 point scale: https://www.5pointscale.com/ Social skills games: https://www.twinkl.co.uk/resources/specialeducationalneedssen/specialeducationalneeds-sen-social-emotional-and-mental-healthdifficulties/sen-friendship-and-social-skills

<table>
<tr><th colspan="2">Dyscalculia</th></tr>
<tr><td>Information Websites</td><td>https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tipslearning-and-teaching
https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurringdifferences/dyscalculia-and-maths-difficulties</td></tr>
<tr><td>Tips</td><td>– Concentrate on one problem at a time.
– Use lots of visuals and physical resources that the children can move around.
– Include children in supporting you with everyday maths problems e.g. cooking, measuring, managing money etc.
https://blog.brainbalancecenters.com/2016/02/5-strategies-for-managingdyscalculia
https://www.understood.org/en/school-learning/partnering-with-childsschool/instructional-strategies/at-a-glance-classroom-accommodations-fordyscalculia</td></tr>
<tr><td>Resources</td><td>https://whiterosemaths.com/homelearning/ https://www.10ticks.co.uk/</td></tr>
<tr><th colspan="2">Speech and Language</th></tr>
<tr><td>Information Websites</td><td>https://www.tamesidehospital.nhs.uk/our-services/community-services/speechand-therapy.htm
https://www.thecommunicationtrust.org.uk/</td></tr>
<tr><td>Tips</td><td>Speech sounds
– Model speech to the children by repeating words back to them correctly.
Understanding:
– Give children time to process what you have asked and respond.
– Use simple language and break instructions down into smaller steps.
– Encourage children to answer questions, such as who, what, where, when and why when reading their books. Encourage them to tell you the story in their own words.
Expression
– Talk about all your experiences in detail, teaching new vocabulary all the time.
– Discuss vocabulary in books, making sure the children understand the meaning of tricky words.
Social Communication
– Play lots of games with your child to encourage social skills, such as taking turns and winning and losing.</td></tr>
<tr><td></td><td>- Use a visual timetable and visual aids to provide structure and routines.</td></tr>
<tr><td>Resources</td><td>https://www.thecommunicationtrust.org.uk/
Continue to work on Speech and Language targets set by the Speech and Language Therapist (if already seen).
https://www.thecommunicationtrust.org.uk/resources/resources/resources-forparents/
Social skills games:
https://www.twinkl.co.uk/resources/specialeducationalneedssen/specialeducationalneeds-sen-social-emotional-and-mental-healthdifficulties/sen-friendship-and-social-skills

http://autismteachingstrategies.com/free-social-skills-downloads-2/</td></tr>
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Where can I go for more information?

● Contact the school If you have any questions about the support your child is receiving, or about SEND. Please speak to our SENDCo, Mrs Johnstone.

● See our website. The school's SEND Policy and information report sets out more detailed information about the support available for children with SEN and disabilities. You can access this information on our website.

External links

The Government's SEND Code of Practice and a related guide for parents contain more information about the topics outlined in this leaflet:

- SEND Code of Practice: 0 to 25 years, GOV.UK – DfE

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

SEND: a guide for parents and carers, GOV.UK – DfE
https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

- IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities

https://www.ipsea.org.uk/

- The Essex Local Offer website can give more detail about SEND provision in schools in the Essex area

https://send.essex.gov.uk/

- SENDIASS- The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people.

https://www.kids.org.uk/sendiass

- SNAP - Special Needs and Parents – is an Essex charity for families with children and young people who have any special need or disability. SNAP's aims are to inform, encourage and support parents and carers so that they can grow in strength and knowledge and become better equipped to give the best possible help to their children.

https://www.snapcharity.org/

Glossary of Terms

EHC plan: Education, health and care plan

SEND: Special educational needs and disabilities

SENDCO: SEND Co-ordinator