

Worried about your child's learning?

How do you know?



Changes in
behaviour
at home



Noticing
challenges in
reading or
home learning



Other things to
look out for:

- sleep
- appetite
- friendship / social
- confidence

Behaviour is a form
of communication.



The SEND Code of Practice says:

"The class teacher is responsible for the child with **SEND**, working with the **SENCo** to ensure that the needs of the child are met."



The Role of the SENCo

The SENCo supports teachers, families and professionals to ensure appropriate provision and strategies are in place.



Working Together

Parents, school and external professionals work together to get the best outcomes for your child.

Where do I start?

1



Speak to your child's class teacher

(via Seesaw/in person on the door).

- Share your observations.
- Be prepared to give examples of what you have seen/noticed.

2



Class teacher may monitor this

(visually, as a chart).

This is to spot these behaviours in school and look for a pattern to identify what barrier this could be.

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Not all changes are **SEND**. It is important that we have a bigger picture of behaviours seen at home/school. Sometimes these won't be seen in both places. School's decisions will always be focused on the impact for the child. What is best for the child?

Your child's class teacher may ask you to begin to log changes/behaviours seen.

3



Review monitoring

This could be in a meeting or conversation in person together before or after school. Could be a telephone call or Teams call.



4



If both parties feel it would be beneficial to have another opinion, your child's class teacher may reach out to the **SENCo** (Miss Smith) for an observation.

- This includes observing your child in school.
- To notice small changes, behaviour and offer recommendations and next steps.
- This may include a meeting/discussion with the SENCo (Miss Smith), your child's class teacher and you as parents to share what suggestions or recommendations we are going to try.
- Sometimes this may just be a discussion with your child's class teacher.
- This may also include recommendations to try at home.

5



Monitor

Minimum of 2-8 weeks.

It is important for school to see how the changes and/or how these have impacted your child and worked in the classroom.

6



Review

Discussion with you, the class teacher and SENCo (Miss Smith).

Two possible outcomes



If steps taken have supported your child



and learning/well-being has **improved**, school will continue to adopt these strategies.



If steps taken have not worked



either the cycle will repeat or external professionals may be required.

E.g:

- Intervention
- School Support Team (both school support and option for home support)
- Behaviour indicating tool analysis
- Educational Psychologist
- Specialized professionals



We will continue to support throughout this process and importantly all decision-making will be with the view of supporting your child.