

Teaching your child about others with Special Educational Needs and Disabilities

A Guide for Parents/Carers

According to national statistics, in January 2020, 1,373,800 children were identified with a Special Educational Need or Disability - SEND for short. That's about five children in every class so it is very likely that your child will have classmates with SEND. At White House Farm Primary School, we achieve inclusion through character education. We value diversity, celebrate strengths and interests, and create a climate where all pupils feel valued, safe and cared for. We hope that you will support us by encouraging your child to learn about SEND and to be a friend to all their peers, regardless of their abilities and differences.



Some important ideas to share with your child

- SEND covers a very wide range of needs. Some additional needs are obvious - such as a child with a physical disability who uses a wheelchair or a child with a visual impairment who uses a cane to navigate when walking. But many other SEND may be 'hidden' - for example, children who have specific learning difficulties such as dyslexia or dyscalculia, or those who have Autistic Spectrum Disorder (ASD).
- We are all different and that is brilliant! The world would be very boring if we were all the same. Another word for this is neurodiversity. Neurodiversity allows us to think differently from each other and find new solutions to problems.
- A disability or a special educational need is just one characteristic of a person. People have many different likes and dislikes, strengths and challenges. Encourage your child to see the person as a whole, not just the thing that they find most difficult.
- Children with SEND are like all children - they want to have fun, friends, respect and to be included.
- Children can be born disabled or become disabled from an accident or illness. You can't 'catch' a disability from someone else. You can make them feel valued and accepted for who they are.
- Just because someone has a physical disability (when a part / parts of their body do not work well) does not necessarily mean they have a cognitive (thinking) disability too. Don't make assumptions!
- Children with SEND can do many of the things other children can, but it might take them a little longer or they may need assistance or adaptive equipment to help them with some activities / tasks.

Positive Language

Use sensitive, respectful language when talking about someone with SEND. For a younger child, keep explanations simple, such as, "She uses a wheelchair because a part of her body does not work in the same way as yours." Make it clear that name calling, even if meant as a joke, is always unacceptable as it hurts people's feelings. Generally, children are very accepting and accommodating of the special needs of others.



SEND Support in School

Every child learns differently and at his or her own pace. Teachers use Quality First Teaching to plan and deliver lessons that meet the needs of all pupils by setting work and adapting lessons to suit what pupils need to know and how they learn best. This is called differentiation. However, children with SEND will also need extra support in school in order to overcome their barriers to learning. If your child has a classmate with SEND, they may notice certain things, such as:

- TAs or other adults may work one-to-one or with small groups of pupils in the classroom or sometimes children will leave the room for a part of the day for individual support and interventions.
- Some children may have their own desk area or use specialist equipment such as maths apparatus, ear defenders, assistive technology or the teacher may wear a microphone so that a child with a hearing impairment can hear them better. These are all valuable tools for learning.
- Treating everyone fairly means giving everyone the right support they need to succeed.



The SENDCo

Every mainstream school must have a Special Educational Needs and Disabilities Coordinator (SENDCo) who is responsible for organising the support for pupils with SEND. Mrs Nadine Avenal is our SENDCo at White House Farm. She helps to identify and co-ordinate the additional support needed for pupils with SEND and liaises with parents, teachers and other professionals who may be involved.

If you are concerned that your child is struggling to access learning and may have a SEND, please talk to your child's class teacher or arrange to speak to our SENDCo at one of our termly SENDCo Surgeries.

For more information about how we identify and support pupils with SEND please see our SEND Information Report available on our school website: www.whitehousefarmprimary.org/1448/send