



Ashfield Infant and Nursery School

Parent Information Handbook

Supporting pupils with SEND

Handbook Details:	
Updated by	Emily Olvanhill April 2026
Position	SENDCo
Signed	<i>Olvanhill</i>

Handbook aims

This handbook is a guide designed to help parents/carers navigate the SEND system and to explain the processes that we follow to support our pupils at Ashfield Infant and Nursery School.

If you have any worries or concerns about your child, then please speak to your child's class teacher or our **school SENDCo, Miss Emily Olvanhill**.

She can be contacted by telephone on 01900 606301

Or by email: SENDCO@ashfieldinf.cumbria.sch.uk

Within this handbook, we have identified and explained the processes that we follow to ensure that we best meet your child's needs.

The SEND Code of Practice

The SEND code of practice is an official government guide for professionals who work with children who have SEND. It focuses on a family centred system of care and education, and the document provides statutory guidance on duties, policies and procedures. It is in place to support children and young people with Special Educational Needs (SEN) and disabled children and young people under the age of 25 years.

This statutory document contains:

- Details of legal requirements that must be followed.
- Statutory guidance that must be followed by law.
- An explanation of duties required of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

The code is followed by all professionals:

- Head teachers
- Governing bodies
- School and college staff
- Special educational needs and disabilities coordinator (SENDCo)
- Early Years providers
- Other education settings
- Local authorities
- Health and social services staff

What is SEND?

SEND stands for **Special Educational Needs and Disabilities** and describes learning difficulties or disabilities that mean your child may need support that is additional to, or different from children of the same age. The support may vary from input from school to input from external providers and professionals.

There are four broad areas of SEN need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Early identification of needs is important in order to ensure that children receive any extra help that they may need at the earliest opportunity.

Many children experience difficulties at different times in their lives, and it is important that any difficulties are identified and supported in the best possible way.

Identifying a category of needs enables us to plan for the support a child may need and if appropriate, to contact and request specialist advice and support from relevant professionals.

When a child's needs require additional provision, they are placed on the school's **SEND register**.

What is a SEND Register?

This is a list of all children in the setting who have Special Educational Needs (SEN) and/or a disability. This ensures that our SENDCo and staff members monitor pupils who require additional support.

Why is my child on the SEND Register?

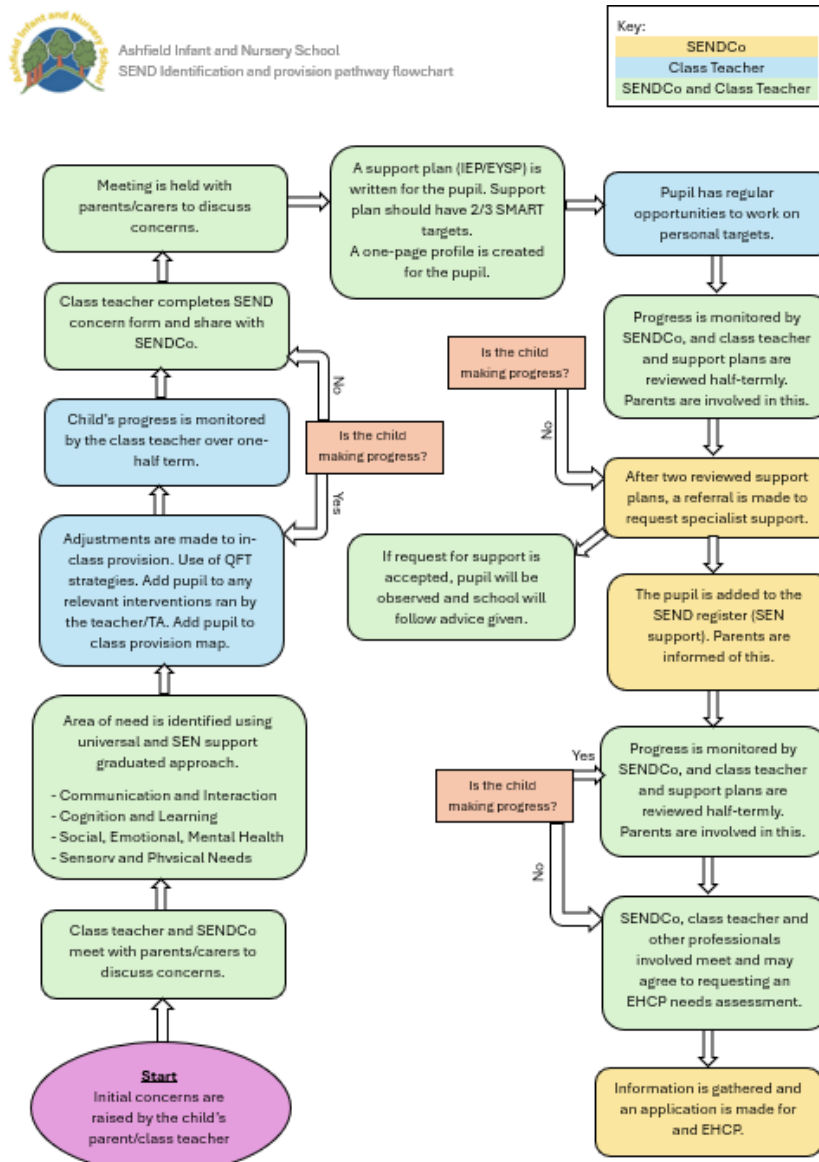
Any child on the SEND register has been identified as having a special educational need and/or disability. Extra help will be given to these children to help them to progress at a typical rate.

What does this mean for my child?

If your child is placed on the SEND Register, then they will receive extra support at school. The SENDCo will work closely with other professionals who will advise and contribute to your child's learning and development needs, helping to ensure that every child reaches their full potential.

Will my child always be on the SEND Register?

This can vary. Some Children with significant needs will always be on the SEND Register because they will always need additional support. Other children may only need support for a short amount of time and when this is no longer required, then they will be removed from the SEND Register after discussion with parents/carers.

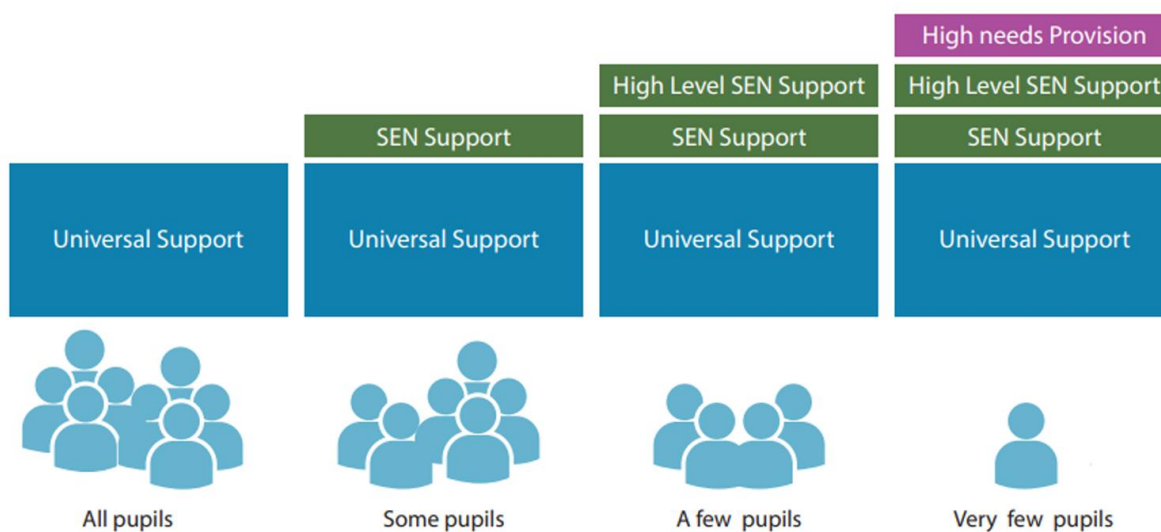


What is the first step in identifying SEND?

1. If you feel that your child needs additional support, parents/carers are encouraged to raise concerns with their class teacher or SENDCo.
It may be that your child's class teacher or SENDCo have concerns about a child, and if this is the case, they will be shared with parents/carers in a timely manner.
2. A meeting will be arranged with the SENDCo if further intervention is required. Support or advice may be sought from external agencies and other professionals. Children requiring this level of support are considered to be working at a level referred to as SEN support. This categorisation is fluid and children may move in/out of SEN support. Parents/carers will always be fully informed of this.
3. If your child's needs are more complex, the school may consider applying for an Educational, Health and Care Plan (EHCP). This is a legal binding document that provides the school with extra funding to support your child.
4. For further information, please refer to our Special Educational Needs and Disabilities Policy.

What might SEN support look like?

- Adaptions made to the way that your child is taught
- Use of specialist equipment and resources
- Specialist interventions to address specific needs
- Support from specialists such as speech and language therapists, occupational therapy specialist advisory teachers etc.



What is an IEP/EYSP?

IEP stands for *Individual Education Plan*

EYSP stands for *Early Years Support Plan*

If your child needs some extra support with an area of their learning, their teacher may write an IEP for them. This is a document that will outline strengths and identified needs. With support from the SENDCo, and information from parents/carers, the class teacher will set some simple targets and outline the support that will be given to ensure that children can be successful in meeting them. The IEP will explain how you can help your child at home to reach these targets and you will be provided with a copy to read and sign. We encourage parents to give feedback on if they feel that targets are appropriate and to share any further information that they feel relevant.

IEP targets will be continually reviewed, and new ones will be written when appropriate.

EYSP's are similar to IEP's but are used for our children in Nursery and Reception. They have a slightly different format but include the same information.

Family/Early Help Process

The family help assessment is a way of working with young people and their families. It involves listening to you and your child to find out your child's needs, and what is working well in your child's life. An action plan, agreed with you and your child, is put in place to make sure that your child receives appropriate support. This process is voluntary – you and your child can choose to be involved.

When is The Family Help Assessment used?

The Family Help Assessment can be used if you or someone who works with your child would like your child to receive extra support. It will help to identify your child's additional needs, and other workers required to support your family.

How does it work?

With agreement, a support worker will ask you and your child some questions to find out what help and support your child might need. This information is recorded on a simple form. You and your child will agree what is put on the form, and you will be given a copy of it.

What happens next?

Based on the information you and your child provide; all those who can help your child will work together to provide the support your child needs. Only workers who need to know about your child will share your child's information.

As a part of this process, we will hold TAC (Team around the Child) meetings where any professionals involved with the child, school staff and the family will meet to discuss how the child is getting on and to devise an action plan going forward.

EHCP Assessment Process

An educational, health and care plan (EHCP) brings your child's education, health and social care needs into a single legal document. Your child must have special educational needs or a disability to be allocated an EHCP.

Once an EHCP is agreed and in place, it is reviewed every 6 months for children under the age of 5 and annually for children older than this. At the review stage, support can be increased, decreased or be maintained as a result of the review. Parental views are vital. Strengths, needs, outcomes and provision are included for 4 areas.

- Communication and interaction
- Cognition and learning
- Social and emotional wellbeing, and
- Sensory and/or physical

The process usually starts with an early help assessment which is reviewed at a team around the family/child meeting and the box is ticked for a statutory assessment if it is considered that a request for an EHCP should be made.

The Local Authority has 6 weeks to decide whether to proceed with the assessment. The referral is then reviewed by a panel of professionals and both parents and the referrer are informed of the decision.

If it is agreed that the assessment should go ahead, the assessment coordinator will ask for views from the parents and also for advice from any professionals they feel could provide useful information required to formulate a plan. These people may or may not already be involved with the child.

The assessment coordinator writes the draft plan 14-16 weeks after the original referral was received.

The EHCP meeting will then take place. All professionals who have contributed will usually be there and it is led by the EHCP assessment coordinator. This is the time you can make amendments, ask for things to be changed, removed or added to ensure that the plan is a true and accurate reflection of your child, their strengths and needs, their intended outcomes and how these outcomes will be met. At this point you can also request a specific school for your child. The final plan is issued within 20 weeks of the original referral.

Who else may be involved with my child?

It is important that we use the skills and knowledge of all professionals and to build on each other's strengths. This ensures that your child receives a well-rounded, inclusive approach and has the best possible start to their education.

- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Health Visitor
- Specialist Advisory Teacher
- Community Paediatrician
- Educational Psychologist
- Learning Disability Nurse
- Child and Family Support Worker
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse

Useful links

- You will find further information via the SEND section of our school website.
<https://www.ashfieldinf.cumbria.sch.uk/page/?title=SEND&pid=31>
- Cumberland SEND Local Offer
[Cumberland's SEND Local Offer | Cumberland SEND](#)
- The Department of Education has produced a guide for parents on the SEND code of practice.
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Cumbria SEND IAS (Information, Advice and Support)
[Cumberland SEND Information Advice and Support Service \(SEND IASS\) | Cumberland SEND Information, Advice and Support Service](#)
- Neurodiversity and Emotional Wellbeing Service
[Neurodiversity and Emotional Wellbeing Service | Cumberland Family Hubs](#)
- Cumberland Family Hub
[Homepage | Cumberland Family Hubs](#)