

October 2018

Dear parent

I would like to thank you all for attending the SEN Parental Engagement Evening. For those who could not attend, please find enclosed with this letter the documentation that was shared on Thursday night.

I would like to highlight a few points that were discussed:

The New 0-25 SEN Code of Practice 2014

- The current SEND Code of Practice covers the 0-25 age range and includes children and young people with a disability, as well as those with special educational needs.
- There is a clearer focus on the views of children and young people and parents in decision making at individual and strategic levels.
- The process will be similar but it will be less about counting the hours or resources given to your child at school and more about what your child has achieved as a result.
- There is a stronger focus on high aspirations and improving outcomes for children and young people.
- There is greater focus on support that enables those with SEN or disabilities to succeed in their education and make a successful transition to adulthood.
- This SEN support should take the form of a four-part cycle. This is known as the graduated approach.

The four stages are:

- **Assess:** carry out a clear analysis of the student's needs.
- **Plan:** decide the interventions and support to be put in place, as well as the expected impact on progress and a clear date for review.
- **Do:** the class teacher should remain responsible for working with the child on a daily basis, even where interventions involve group or one-to-one teaching.
- **Review:** evaluate the impact and quality of the support and interventions and listen to the views of the student and parents.

How to support your child at home

Tips for a positive start to the school day:

- Encourage your child to pack their school bag and lay out their uniform before going to bed each evening.
- Try to make sure your child eats breakfast - this provides essential energy and will help him or her perform better at school.
- Allow plenty of time for your child to get to school - build extra time into your morning routine so that if there are transport or other problems he or she won't be late for registration.
- Check each evening for letters home or permission forms or homework diaries to sign as this will help avoid early morning panic and items being forgotten.

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Helping with homework:

- Your child will need to work more independently at secondary school than at primary school. However, your interest and input will still be important and will help your child to do well.
- Look for opportunities to talk to your child about schoolwork - children enjoy sharing what they are learning. Try to find topics you're both interested in so it's more of a conversation than an interrogation.
- Ask your child if there's anything you can do to help with homework. Discuss the organisation of the work. If your child has several assignments due in on the same day, suggest they space the work out rather than leave it all until the night before.
- The following is a rough guide to how long your child should be spending on homework at secondary school:

Years 7 and 8 - 45 to 90 minutes a day

Year 9 - 60 to 120 minutes a day

Years 10 and 11 - 90 to 150 minutes a day

Other ways to support your child:

- You may not be reading with your child as you did at primary school but you can still support good reading habits. Talk to your child about the books you're both reading.
- Keeping up-to-date with the news helps with schoolwork. Try to encourage your child to read a newspaper at least once or twice a week. Find news stories that connect to lesson topics. If your child is researching a subject, suggest the online archives of a good newspaper or the BBC website.
- If you're planning a day out, visit a museum or gallery that will tie in with work your child is doing in subjects such as English, art, history, geography or science - this can be a fun way to add depth and interest to your child's learning.

SEN Register Profile

We also shared with parents a copy of their child's SEN Register Profile on Thursday night. This document is shared with all school staff and contains information on student's needs and strategies on how to best support the student.

If you would like to have a copy of your child's profile or have any further questions, please feel free to contact me at school on 01895 234060 or email at aerasmus@uhs.org.uk

Yours sincerely

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