

speech and language, and learning difficulties through working with the child, their parents and practitioners. They will observe and work with the child in order to understand their strengths, weaknesses, and generally get to know the child and their needs, by getting to know the child they can form a professional relationship with them and the child will grow to trust this person, this trust make the child feel comfortable to talk and express their feeling. An educational psychologist can show the child ways in which to control issues such as anger and anxiety, all of this work can then be communicated back to the practitioner. This helps the practitioners to understand the child's behaviour and also ways in which to help the child with their issues and adapt their planning to meet their needs. Educational psychologists may also support groups of practitioners to develop children's self-esteem and social skills, along with introducing new methods of providing learning opportunities for children with SEN. The parents of the child must be kept informed of the child's progress and encouraged to actively aid the child outside of the childcare provision. The parent's wishes must be respected as they often know their child best and have the right to their say in any decisions concerning their child. The practitioner must take into account information from the parent about the child's likes, dislikes and interests in order to provide engaging and appropriate care for the child. This communication between professionals and parents allows for effective information sharing, in turn ensuring the child's needs are met promptly, thus reducing the need for long term service use. All professionals involved in information collection and sharing concerning a child must keep all information confidential and adhere to guidelines set by The Data Protection Act 1998 which requires information to be stored in a locked filing cabinet or a password protected computer and only shared with relevant other authorities. In some cases a child and their family may be working with Social Workers due to their domestic situation, this may include the parents not looking after the child properly or the child may have already been taken into social care. In this instance the Social Worker will communicate important information, regarding the child, to the practitioner, informing them on some significant changes in the child's life and introducing methods to help the child. The social worker may also help children with behavioural problems due to their family situation through regular meeting with practitioners and explaining their potentially violent behaviour, allowing for adequate care to be planned and health and safety arrangements made.

The SEN Coordinator (SENCO), in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The SENCO takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.