

What are the different types of support available for children with SEND in our school?

a) **Class teacher input via excellent targeted classroom teaching** (Quality First Teaching).

- For your child this would mean:
- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or other specific strategies
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- **Specific group work Intervention** which may be:
 - Run in the classroom or outside.
 - Run by a teacher or a Teaching Assistant (TA).

b) Specialist groups run by outside agencies

- For example, Speech and Language therapy SEN Code of Practice 2014: School Support (SS)
- This means they have been identified by the SENDCo /Inclusion Manager/ class teacher as needing some extra specialist support in school from a professional outside the school.
- This may be from: Local Authority central services such as the Educational Psychology Team or Sensory Advisory Service (for students with a hearing or visual need).
- What could happen:
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g . a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

- This type of support is available for children whose learning needs are, severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP).
- This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.
- Your child will also need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the Educational Psychology Team or Sensory Advisory Service (for students with a hearing or visual need) or outside agencies such as the Speech and Language Therapy (SALT) Service
- For your child this would mean:
 - The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
 - After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
 - After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP).
 - If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
 - The EHC Plan will set outcomes for your child and set how the support should be used and what strategies should be put in place. It will also have long and short term goals for your child.
 - The additional funding may be used to support your child with whole class learning, run individual programmes or run small groups including your child.