

How will the school support my child?

We follow a graduated response to identify the needs of your child. We will involve parents at all stages of the graduated response. In addition to high quality teaching, your child may need some extra support:

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching/High Quality 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 based on building upon 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.

Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Access to a broad and balanced curriculum that is fit for purpose and designed to meet the needs of our pupils, including those with SEND. So that there is equity in our curriculum delivery.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children

This means they have been identified by the class teacher as needing some extra support in school. This group, often called Intervention groups by schools, may be:

Run in the classroom or outside.

Run by a teacher or most often a Teaching assistant who has had training to run these groups.

For your child this would mean:

He/ she will engage in group sessions with specific targets to help him/her to make more progress.

A Learning Support Assistant/teacher/Support Staff will run these small group sessions using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

The effective delivery of targeted interventions delivered at different timetabled points of the day/week, so that your child has access to the curriculum being taught which helps to ensure that our school is an inclusive one.

Outside Agency Support

This means they have been identified by the class teacher/SENDCO as needing some extra specialist support from a professional outside the school. This may be from:

Local Authority central services such as the Communication and Autism Team (C/AT), Pupil and School Support (PSS) or Sensory Service (for students with a hearing or visual need)

Outside agencies, such as the NHS Speech and Language therapy (SALT) Service or NHS Occupational Therapy (OT) Service.

Traded Speech and Language therapy (SALT), who is commissioned through the use of our school budgets, as we see this as an area of need within our school.

For your child this would mean:

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 might work with your child to understand their needs and make recommendations.

That you may choose to seek the support of an external professional to our school, to further assist you in understanding the needs that your child may have.

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Specified Individual support

This is available for children whose learning needs are severe, complex and lifelong. This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching.

Usually 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 C/AT Team, PSS or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service or the Occupational Therapy (OT) Service.

In some cases, this may lead to the school, parent/carer or child (if over the age of 16) to request an EHC Plan (EHCP).