



3) How we support children with SEND at John Perryn Primary School

Making provision for children with SEND.
Quality First Teaching where class teachers plan lessons according to the specific needs of groups of children in their class to ensure that all children's needs are met.
Specific resources and strategies are used to support children with SEND individually and in groups depending on child's needs.
English and maths interventions, including phonics interventions and additional 1:1 reading, occur in all year groups. Children also receive support, if needed, through speech therapy programmes or occupational therapy or counselling and play therapy.
Reviewing progress is important after a child receives targeted support. This happens every term in meetings with parents, children and teachers where 'desired outcomes '(a difference made to the lives of an individual child as a result of intervention or support) are discussed.
Children are encouraged to evaluate their own learning and discuss their needs with their teacher. We do this at John Perryn School by asking questions in lessons and marking feedback.
All children have individual targets and SEN children are no different. These targets are reviewed termly and where children do not make the expected progress then steps are put in place to apply for an EHC. This process requires professional reports (EP, Speech and Language) and the process takes 20 weeks from start to finish.

Aiming high to achieve success in all that we do"

