

5. What are the different types of support available for children with SEN and/or disabilities at West Meadows Primary School?

Quality First Teaching

All children in school have access to quality first teaching.

For your child this would mean:

- The highest possible expectations for your child and all pupils in their class.
- Access to engaging and motivating lesson
- All teaching builds on what your child already knows, can do and can understand (personalised learning).
- Different teaching styles are used so that your child is fully involved in learning. This may involve things like using more practical resources.
- Through on-going teacher assessment, your child's teacher will identify any gaps in their understanding/learning and as a result, plan extra support to help them make the best possible progress (e.g. analysis groups).
- Effective on-going feedback (verbal or written)
- Regular use of encouragement and praise

In addition to access to quality first teaching, pupils identified as having special educational needs and/or disabilities will also have access to additional provision. This additional provision is personalised to their required outcomes.

Small group work or one to one work

- Your child may be involved in additional group work or one to one work with a specific focus.
- These groups may be run by a teacher or teaching assistant who has had training to run these groups.
- These groups may be run in the classroom or outside the classroom.
- Your child may be involved in a series of group sessions working through a specific programme to support their needs. For example, Lego therapy, music interaction, social stories, Thrive. If your child is to be involved in a specific programme, you will be given information about the programme beforehand.

Specialist group work or one to one work

- If your child has been identified as needing more specialist input, a specialist professional may visit school to deliver sessions with your child.
- You will always be asked to give your permission for the school to refer your child to a specialist professional, e.g. Speech and Language Therapist.

Any group or one to one sessions your child may be involved in, will be aimed specifically to help your child achieve specific targets identified.

Specific resources and strategies

Children with SEND may also have access to specific resources (e.g. an adapted keyboard, wobble board, coloured overlays, ergonomic pens/pencils) or use specific strategies (e.g. visual timetable, meet and greet, pre-teaching, PECs) to help them access the learning.

Every effort is made, through the use of the adjustments above, to ensure children with SEND are able to access and engage in the curriculum and additional activities provided for children who do not have SEND in school.