

What are the different types of support available for children with SEND 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.
- All teaching builds 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. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.
- Your child's teacher carefully checks your child's progress. They will identify if your child has gaps in their understanding/learning and as a result, plan extra support to help them make the best possible progress.

Specific small group work

- Your child may be involved in analysis group work. These groups involve a teacher or teaching assistant working with your child, within a group, to work on a specific target. These groups can run either 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 beforehand.

One to one sessions

- Your child may be involved in one to one sessions with either a teacher, teaching assistant or external professional.
- Any group or one to one sessions your child may be involved in will be aimed specifically to help your child achieve targets identified on their Personal Profile or within their Statement or EHCP.

Stages of SEN (Code of Practice)

Following the SEN Code of Practice (2015), the school uses a graduated approach when meeting the needs of children with SEN. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning. Your child's class teacher will be making these changes on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.

SEN support

For some children this may not be enough to help them make adequate progress and they may need something which is '*additional to and different from*' that which is normally provided for all children. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs.

For some children the school, with your agreement, may decide to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning. Only a very small percentage of children require support of an additional nature beyond this.

Statement of Special Educational Needs (Education, Health and Care Plan from September 2014)

If your child has very particular barriers to learning (this includes physical needs, learning needs and emotional, social and behaviour needs), the pupil may require a statement of special educational needs or, from Sept 2014, an Education, Health and Care Plan (EHCP). This means your child will have been identified by the school as needing a particularly high level of additional support, which cannot be provided from the budget available to the school.

For your child this would mean:

Request for statutory assessment

- The school (or you) can request that the Local Authority 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 school (or you) have sent in the request to the Local Authority (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 support at the current level (SEN support).

Statutory assessment

- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and require significant support in school to make good progress. If this is the case they will write an Education, Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the support at the current level (SEN support) and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Education, Health and Care Plan (EHCP) will outline the support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child.