

What are the different types of support available for children with SEN?

Overleigh St Mary's CE Primary School is an inclusive school which offers a range of provision to support children with learning difficulties. We follow the Graduated Response as recommended by Cheshire West and Chester Local Authority (CWAC).

The types of support offered include:-

1. Ongoing support from the class teacher via excellent targeted classroom teaching (Quality First Teaching) For your child this means that:-

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child 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.
- 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 strategies (which may be suggested by the SENCo or Outside Agencies) are followed.

2. Interventions

A time-limited, high quality intervention may be used, which may be run in the classroom or another quiet designated area. This may be run by a teacher or a trained teaching assistant (TA) and will usually be delivered to children as part of a small group.

Please refer to the 'Interventions' section for further information about the types of intervention used in this school.

At Overleigh St Mary's CE Primary School, our highly skilled teaching assistants enhance the quality first teaching. There may be times when specific individual support is required to ensure that a pupil can access the learning or to target specific skills.

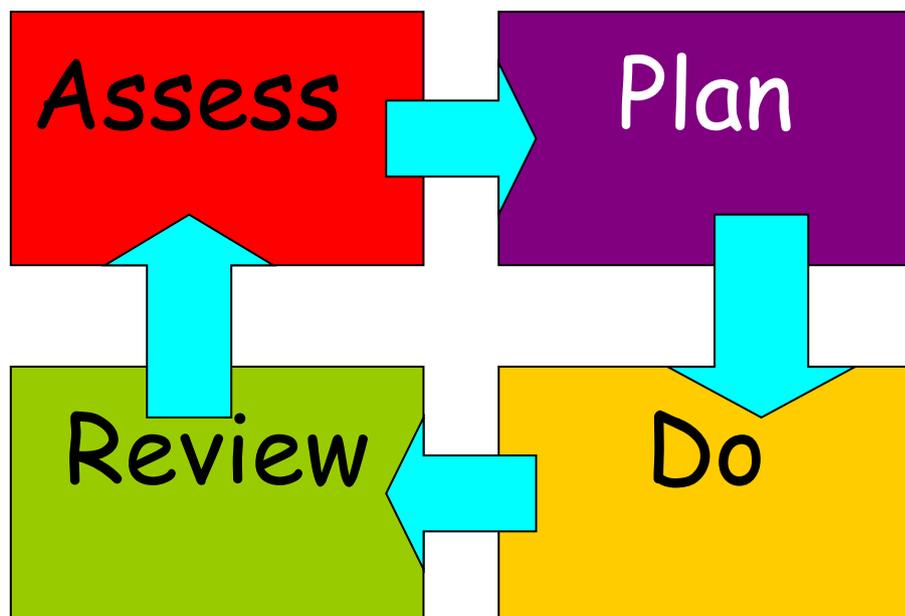
Examples of additional support which may be offered if appropriate:

- Pre-teaching opportunities
- Small group sessions in and out of class
- One to one sessions
- Facilitating 'time out' to relieve stress or provide sensory breaks
- Providing intimate care
- Scripting/modelling behaviours
- Support with tasks when differentiation is not appropriate
- Preparation for a change of lesson or activity
- Support to break down instructions into a simple step-by-step approach

- Support during unstructured times (playtimes & lunch breaks)

3. SEN Support Plan

For children with more significant learning difficulties, a SEN Support Plan may be put in place. The Code of Practice 2014 describes a cycle of targeted action, focused on improving specific outcomes for individual SEN children.



Assess

When concerns arise, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies) so we can develop an accurate picture of the pupil's needs, attainment, projected targets, strengths and preferred learning approach.

Plan

After gathering information a SEN Support Plan will be put together to outline the methods which will be used to achieve specific outcomes. Short-term targets will be agreed which prioritise the key areas of learning which need to be addressed. If external agencies are involved, their advice and recommendations will be included in the support plan. Any actions agreed will take in to account the pupil's strengths as well as their areas of difficulty. In some cases additional resources may be allocated, including teaching assistant support. This support will be deployed to ensure the pupil makes progress and can engage in lessons and wider school activities. There will be a focus on strategies to help develop independent learning. When devising support plans, as a school we are financially responsible for up to £6,000 of any support provided for individual pupils.

Do

All SEN support plans are working documents and should be annotated to show progress towards targets and if needed, adjustments will be made to the plan to ensure success. It is the class teacher's responsibility to manage the plan and the suggested actions. They are accountable for the outcomes and therefore should discuss with the SENCO if they feel the plan is not working, for whatever reason.

Review

All SEN support plans will be reviewed termly. In this review all targets will be evaluated and the views of the pupil and parent will be recorded. A further plan will then be devised, if required, to enable the pupil to achieve their next steps in learning. If a pupil has made sufficient progress, the support plan will cease although the child will continue to be closely monitored. For children with more complex needs, termly review meetings will be held with the class teacher, parents, child, SENCO and any external agencies.

If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. An application for Element 3 top up funding from the Local Authority may be made (if the cost of support exceeds the £6,000 threshold which is the school's responsibility to provide).

If a pupil is still not making progress despite having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment.

4. Education Health Care Plan (Previously known as a 'Statement')

This type of support is available for children whose learning needs are severe, complex and lifelong. 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 which 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 outside agencies such as the Speech and Language Therapy (SALT) service or the Educational Psychologist.

For your child this would mean:-

- The school (or you as parent) can request that the 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 by your child.
- After the request has been made to the Local Authority (LA) '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 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 EHC plan will outline the number of hours of individual/small group support your child will receive (funded by the LA) and how the support should be used, plus what strategies must be in place. It will also have long and short term goals for your child.
- If the funding is used to employ an additional adult, this person may be used to support your child with whole class learning, run individual programmes or run small groups including your child.