

How are the children supported?

Class teacher input via Quality First 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 builds on what your child already knows, can do and can understand.

Specific strategies (which may be suggested by the SENCO or outside professionals) 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 needs some extra support to help them make the best possible progress.

All children in school will be receiving this as a part of excellent classroom practice.

Specific group work within a small group. (Intervention Groups)

These may be run within the classroom or in a quiet space outside of it.

Sometimes they are run by a Teacher or most often a Teaching Assistant, who has had training to run these groups.



Special Educational Needs support

This means the child has been identified by the class teacher as needing some extra support in school.

For your child this would mean they will engage in group sessions with specific targets to help them to make more progress.

A teaching assistant will run these small groups with the support and guidance from the class teacher, SENCo or outside professional.



Specified Individual support

This form of support is provided via an Educational, Health and Care Plan (EHCP)

The EHC Plan will outline the support that your child requires within school and suggest how this may be provided. It will also have long and short-term goals for your child.

This means your child will have been identified by the staff in school as needing a particularly high level of individual or small group teaching.

Your child will also need specialist support from professionals outside the school. This type of support is available for children whose learning needs are severe, complex and lifelong.

For your child this would mean:

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 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 seem complex enough to need a statutory assessment.

If this is the case, they will ask you and all professionals involved 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 they are currently providing.

