

# What support is put in place for pupils with special educational needs and/or a disability?

**My child has special educational needs and/or disability (SEND), what extra support could you provide and who will decide on the support?**

This will depend upon your child's individual needs. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The class teacher will decide which strategies and resources are appropriate to support your child's needs in the first instance. If there are further concerns over your child's progress and development then the school Senco (Special Educational Needs Co-ordinator) Mr Huck will become involved and will offer ideas, or advice to look at what other support we can access. This could involve small group or 1:1 interventions to help your child. You will be informed of this and asked for your thoughts. We may need to seek the advice of outside agencies (e.g. educational psychologists, specialist teaching team, physiotherapists, speech and language therapists etc) about how best to support your child's needs. Parents will be involved in this process and your permission for outside agency involvement will be required in order for the support to be requested.

Special Educational Needs and Disability (SEND) is divided into four areas. Below are some examples of what our school can provide, if needed.

## **Cognition and Learning (Learning Need)**

- Different work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares, tables squares
- Special Literacy or Numeracy programmes, e.g. the Nessy spelling programme, Precision Teaching, Power of 2 maths support programme
- Extra adult support in small groups or individual 1:1 support
- In class support during lessons delivered by either the class teacher or teaching assistants
- Different approaches to learning, e.g. visual aids
- Support from learning mentors

## **Communication and Interaction (Speech and Language)**

- Resources provided by the Speech and Language Therapy Service - First Call
- Communication and language games
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service

## **Social, Emotional and Mental Health**

- De-escalation plans which outline a pupil's difficulties and the best strategies to use to help them
- Social skills games
- School reward system and strategies
- Counselling from our learning mentors
- Involvement of outside agencies, such as Educational psychology service, Communication Outreach service, Pathways

## **Medical, Physical and Sensory Needs**

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and teachers of the hearing and/or visually impaired
- Physiotherapy or occupational therapy services to support our work
- St Francis School for advice on supporting pupils with physical disabilities

## **What equipment and resources does the school have to help my child?**

Over the years we have supported many pupils with significant difficulties and so we have lots of equipment and resources already in school. Below are just some examples of extra support we can provide.

- Disabled toilet x 2, changing table and ceiling hoist
- Portable hoist
- Seating cushions and wedges
- Writing slopes
- Coloured overlays
- Pencil grips and specialist writing pens
- Calmers (squeeze/stress balls etc.)
- Sand timers
- Physiotherapy equipment, e.g. gym mats and gym balls
- Occupational therapy equipment, e.g. non-slip mats
- Intervention programmes in Maths and English e.g. Dinosaur Island, Support for spelling, Support for grammar, Power of 2 1:1 maths support, Toe by Toe 1:1 spelling programme
- Nessy learning programme to support spelling
- Rapid reading programme to support reading comprehension skills
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## **How will I be kept informed about the support that my child is receiving and what do I do if I have concerns about it?**

The support that your child receives will be outlined on a provision map. This will tell you what the school is doing to help your child and how often they will be getting help. We will also discuss with you at parent consultations at least once per term so that you are kept informed and your valuable input can be shared to help improve outcomes for your child. These meetings will be with your child's class teacher and could also involve the school SENCo, Mr Huck. If your child has outside agencies involved, we will also review the support that they receive at regular review meetings and keep you informed of how things are going. If you have any concerns about the support that your child is receiving or the support is not helping your child to make progress then we will happily discuss this with you if required. Contact your class teacher in the first instance.

## **What are Provision Maps?**

A provision map is a document which identifies what support children are receiving at school, who delivers the support and how often the support is given.

## **What enhanced adult support is available?**

If, after the school has put in lots of extra support for your child, implemented interventions in class and also used the support and advice from outside agencies, your child still fails to make progress required, we may consider looking to apply for an Educational Health Care Plan (EHC) with a view to giving your child enhanced individual support. Parents and the child will be involved at all stages of this process and we will help you in any way that we can.