

## 2. What are the different types of support available for children with SEN and /or disabilities at Lincewood Primary School?

### a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

The teacher will have the highest possible expectations for your child and all pupils in their class:

- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the Inclusion Manager or staff from outside agencies) to enable your child to access the learning task progress.
- All children, whether on the SEND register or not, are made aware of their personal targets and are informed about their progress on a regular basis

#### Specific group work

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.

Interventions may be:

- Run in the classroom or in a group room
- Run by a teacher or Learning Support Assistant
- Developed using the teacher's plans or a recommended programme

### b) Input from outside agencies

If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies, eg.

- Local Authority central services such as the Specialist Teacher Teams, Educational Psychology
- Outside agencies such as Speech and Language therapy (SALT), Occupational therapy, Physiotherapy, CAMHS
- Independent services such as BCCS Counselling
- Voluntary services such as Family solutions, Parents4Parents

to advise and support the school in enabling your child to make progress.

**What could happen**

- Before referrals are made we will discuss your child's progress with you and together we will plan possible ways forward. This will take place at a Person-Centred Review.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set targets which will include their specific professional expertise
  - Your child's involvement in a group run by school staff under the guidance of the outside professional
  - Group or individual work with outside professional

**c) Specified individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

**What could happen**

- The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. If we feel that they need support in school, over and above that provided in the school's budget, to make good progress, we will discuss with all parties involved in making a request for an EHCP assessment. If this is not the case, the outside agencies will ask the school to continue with SEND support
- The EHC Plan will outline the outcomes and aspirations for your child, support your child with specific strategies. It will also have long and short term goals for your child.

There may be an additional adult to support your child with whole class learning, run individual programmes or run small groups including your child.