

- Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher through quality first teaching, involving task differentiation and personalised teaching. However, if the pupil continues to make little progress the class teacher will consult with the SENCO over additional interventions, which may involve external agencies. These Local Authority agencies may include the Educational Psychology Service (EPS), Autistic Spectrum Disorder (ASD) Outreach Team or Sensory Services (for students with a hearing or visual need)

If after significant intervention and the child still requires more support the school applies for a statutory assessment and that may result in an Education Health and Care plan (EHC).

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input); children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
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What are the different types of support available for all children, children with SEN and /or disabilities in this school?		
Class teacher input via good/outstanding classroom teaching.	<ul style="list-style-type: none"> • 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 SENCO or staff from outside agencies) to enable your child to access the learning task. This may include occasional support from a Teaching Assistant to help with a particular difficulty. 	All children in school receive this.
Where the class teacher and the school SENCO, on the basis of high quality evidence conclude that a pupil needs the	<ul style="list-style-type: none"> • 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 	Any child who has specific gaps in their

<p>additional targeted support given by SEN Support.</p> <p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. <p>Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or Individual support</p>	<p>and their peers.</p> <ul style="list-style-type: none"> • You will be immediately informed and be a full partner in planning and reviewing additional support or interventions which will be incorporated into a SEN Support Plan. This document may be used as evidence if it is deemed necessary, to apply for an EHC Plan for your child. • The class teacher will plan with you and the SENCO interventions to support your child's learning. These interventions will have clear targets to help your child make more progress. • Interventions may include small group work or individual sessions on a specific theme. • Where small group sessions are put in place they will be run by a Teaching Assistant/teacher or an outside professional (like a Speech and Language Therapist)) using a recognised programme. • At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss 	<p>understanding of a subject/area of learning.</p>
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<p>This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service or Educational Psychology Service (EPS) <p>Support provided</p>	<p>your child's progress and help plan possible ways forward.</p> <ul style="list-style-type: none"> • Where specialist professionals work with your child to understand their needs and make recommendations, these may include: <ul style="list-style-type: none"> ○ 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 e.g. Speech and Language Support. ○ A group, or individual work in school run by an outside professional. • You will always be involved in decisions about how the support will be used and what strategies that will be put in place. • You will be provided with the contact details for any agencies or services outside the school that are or will 	
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<p>through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child</p>	<p>work with your child.</p> <ul style="list-style-type: none"> • If, despite the good and outstanding class room teaching, the intervention groups and support from outside agencies, your child continues to make little progress, it may be necessary to request the Local Authority undertake a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site at www.younglambeth.dev-fsit.com/local-offer/landing-pages/local-offer.htmllambeth. • This is done in full partnership with you and 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), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to necessitate a statutory assessment. 	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>
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requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy

- If this is the case they will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought.
- If they do not think your child needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your child's needs are met.
- After the reports have all been sent in, an Education and Health Care Plan (EHC Plan) to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan.

<p>service, Physiotherapy and/or CAMHS Child and Adolescent Mental Health Service)</p>	<ul style="list-style-type: none">• The school must make its best endeavours to put in place the support identified in the plan.• The progress your child makes, with the support identified will be regularly reviewed and changed according to outcomes outlined in the EHC Plan.	
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