



Ryhope Infant School Academy

Information Sharing Report.

Review date: September 2024
Next review date: September 2025
Person in charge: Miss Lumsden SENDCo

Question 2: What are the different types of support available for children with SEND in our school?

QUALITY FIRST TEACHING

- a) Class teacher input via excellent targeted classroom teaching (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 is built on what your child already 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.
 - Specific strategies (which may be suggested by the SENDCo) 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 has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

SCHOOL SUPPORT

Specific group work

Intervention which may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant (TA).

Specialist groups run by outside agencies e.g: Speech and Language therapy. Children identified by the SENDCo/ class teacher as needing some extra specialist support in school from a professional outside of the school are identified through the SEND Code of Practice 2014 under the category of School Support.

The support they need may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for children with a hearing or visual need),
- Outside agencies such as the Education Psychology service (EP).



What could happen:

- 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 and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. This may take place in the form of an appointment in school or you may be asked yourself to take your child to an appointment elsewhere. The specialist professional will make recommendations as to the ways your child is given support, this may include; target setting, strategies to use in school/at home, other agencies to refer to and so on.

EHCP (Education Health and Care Plan)

c) Specified Individual support

- This type of support is available for children whose learning needs are, severe, complex and potentially lifelong.
- This is usually provided via an Educational Health Care Plan (EHCP). This means your child has 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 that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).
- Your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school (or you) can request that 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 for your child.
- After the request has been made to the '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 or 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 (EHCP) Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.