

As a parent- trouble shooting questions I might have.

A. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the Borough Advisory Team (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

	Types of support provided -also showing the stage of the Code of Practice children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for 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 Inclusion Manager or staff from outside agencies) to enable your child to access the learning task. 	All children in school receive this.
	Specific small group work. This group may be <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or (most often) a Teaching Assistant who has had training to run these groups. 	<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 gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers. • He/ She will plan group sessions for your child with targets to help your child to make more progress. 	Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children

S.E.N.D Offer

Barking Abbey School

	<p>These are often called Intervention groups by schools. <i>Known before as School Action, now referred to as having Additional Needs</i> This means they have been identified by the class teacher as needing some extra support in school.)</p>	<ul style="list-style-type: none"> • A Learning Support Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme. 	<p>accessing intervention groups may be at the stage of the SEND Code of Practice- Additional Needs which means they have been identified by the class teacher as needing some extra support in school.</p>
	<p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational Therapy groups</p> <p><i>Stage of SEN Code of Practice: was School Action Plus, now Additional Needs.</i> This means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the CAMHS Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of/ or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • 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 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

S.E.N.D Offer

Barking Abbey School

		<ul style="list-style-type: none"> • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or anger management. A group or individual work with outside professional • 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. 	
	<p>Specified Individual support in school.</p> <p><i>This is usually provided via a Statement of Special Educational Needs (pre Sept 2014) or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Manager as needing a particularly high level of individual and small group teaching), which cannot be provided from the resources already delegated to the school.</i></p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a EHCP assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Borough website • 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 (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 support at Additional Needs level. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong requiring significant support in school to make good progress. If this is the case they will write a EHC Plan. If this is not the case, they will ask the school to continue with the support at Additional 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong.

S.E.N.D Offer

Barking Abbey School

	<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, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>Needs level 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.</p> <ul style="list-style-type: none"> • The Statement or EHC 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. 	
--	--	---	--

<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to the SENCO/your child's class teacher/academic mentor initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Manager or Head teacher. • If you are still not happy you can speak to the school SEN Governor.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Senco/ Inclusion Manager. • Schools also have meetings every term between teachers and senior staff members in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. • If your child is still not making expected progress the school will discuss with you: <ul style="list-style-type: none"> ○ any concerns you may have ○ any further interventions or referrals to outside professionals to support your child's learning ○ how school and home can work together, to support your child..

S.E.N.D Offer

Barking Abbey School

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Barking and Dagenham LA, includes money for supporting children with SEN.
- The Head teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Head teacher and the Inclusion Manager discuss all the information they have about SEN in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.They then decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.