

What are the different types of support available for children with SEND at Jubilee Academy Mossley?



Stage of SEN Code of Practice: SEN - which means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A teaching assistant / teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Stage of SEN Code of Practice: SEN Plus - which means they have been identified by the class teacher/SENCO/Advisory Teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Visual Impairment Team, Behaviour Support
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may 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, 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 better targets which will include their specific expertise.

- A group run by school staff under the guidance of the outside professional e.g a social skills group.
- A group or individual work with outside professional.
- The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Stage of SEN Code of Practice: Specified Individual support- EHCP – Formerly a statement of special educational needs. Now and Education and Health Care Plan.

This is usually provided via a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care Plan (EHCP- September 2014 onwards). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

For your child this would mean:

- The school (or you) can request that the Local Authority 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 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 School Action Plus.
- The 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.