

What are the different types of support available for children with SEND in St Patrick's?

WAVE 1 - Class teacher input via excellent targeted classroom teaching also known as 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 based on building 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 Unit Leader, SENCo or outside staff) 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 if your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school will receive this as a part of excellent classroom practice.

WAVE 2 - Specific group work in a smaller group of children.

This group, often called Intervention groups or booster groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or, most often, a Teaching Assistant who has had training to run these groups.

Pupils are offered additional help to accelerate learning.

WAVE 3 - Intensive Targeted Support (called SEN Support).

A) SEN Support 1 - Individual support, linked to specific personal targets. Pupils at this level of need will have an Individual Learning Plan (ILP) which is reviewed termly by the class teacher, with parents/guardians and pupils, in order to decide on future targets.

B) SEN Support 2 – Some pupils will be identified by the class teacher/Inclusion Manager as needing some additional, specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Rochdale Additional Needs Service (RANS)
- 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 more specific 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 the outside professional

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups, and whose needs have not been addressed through a series of evaluated ILP's

C) Education, Health and Social Care (EHC) Plan - This means your child will have been identified by the class teacher/SENCo/ Head as needing a particularly high level of individual or small group teaching (more than 15 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the RANS
- Outside agencies such as the Speech and Language therapy (SALT) Service.

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), the authority 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 SEN Support.
- ✚ After the reports have all been sent in, the Local Authority will decide if your child's needs are severe and complex and that they need more than 15 hours of support in school to make good progress. If this is the case they will write an EHC Plan (called a My Plan in Rochdale). If this is not the case, they will ask the school to continue with the support at SEN 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 EHC Plan will outline the level of support 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.