



## **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 such as the AENCO, ESA's or the Learning/Pastoral Mentors. This include Staff who will visit the school from the Local Authority central services such as CIAT (for children with ASD) or Sensory Service (for students with a hearing or visual need) etc.

	<b>Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
<b>What are the different types of support available for children with SEN in this school?</b>	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. Ensuring that 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 etc. Putting in place specific strategies (which may be suggested by the AENCO or outside staff) to support your child to learn.	All children in school should be getting this as a part of excellent classroom practice when needed.
	Specific group work with a smaller group of children. This group may be run in the classroom or intervention room. Run by an ESA who has had training to run these groups. Stage of SEN Code of Practice: SEN Support which means	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 help them make the best possible progress. An ESA or outside professional will run	Any child who has specific gaps in their understanding of a subject/area of learning. Children will be at the stage of the SEN Code of Practice called SEN Support, which means they have been identified by the class



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	they have been identified by the class teacher as needing some extra support in school.	these small group sessions	teacher as needing some extra support in school.
		You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and yourself understand your child's particular needs 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 agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.
	Specified Individual support for your child of more than 20 hours in school. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/AENCO as	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 and you can find more detail about this in the Local Offer. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from	Children whose learning needs are: severe, complex and lifelong who need more than 20 hours of support in school



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	<p>needing a particularly high level of individual or small group teaching (more than 20 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 CIAT and the Learning Support Service.</p>	<p>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 SEN Support. The Statement or Educational Health 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>	
<p><b>How can I let the school know I am concerned about my child's progress in school?</b></p>	<p>If you have concerns about your child's progress you should speak to your child's class teacher 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 AENCO. If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher. If you are still not happy you can speak to the school SEN Governor.</p>		
<p><b>How will the school let me know if they have any concerns about my child's learning in school?</b></p>	<p>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 must raise this with the AENCO. If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more details. To listen to any concerns you may have too. To plan any additional support your child may receive. To discuss with you any referrals to outside professionals to support your child's learning.</p>		
<p><b>How is extra support allocated to children and how do they move between the different levels?</b></p>	<p>The school is allocated money for supporting children with SEN. The Head Teacher and AENCO 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. And decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.</p>		
<p><b>Who are the other</b></p>	<p>A. Directly funded by the school</p>	<p>Learning mentors , Teaching</p>	



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<b>people providing services to children with an SEN in this school?</b>		Assistants and Educational Psychology
	B. Paid for centrally by the Local Authority but delivered in school	CIAT , Learning Support Service and Sensory Service for children with visual or hearing need
	Provided and paid for by the Health Service (Wakefield NHS Trust) but delivered in school	Occupational Therapy, CAMHS and School Nursing
<b>How are the teachers in school supported to work with children with an SEN and what training do they have?</b>	<p>AENCO's job is to support the teachers in planning for children with SEN. The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, dyslexia etc.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service and Sensory service. Teaching assistants regularly receive training on many issues including matters of SEN.</p>	
<b>How will the teaching be adapted for my child with learning needs (SEN)?</b>	<p>Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Support staff will support with your child's learning in the classroom. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs</p>	
<b>How will we measure the progress of your child in school?</b>	<p>Your child's progress is continually monitored by his/her teachers and Senior Leadership team. His/her progress is reviewed formally every term. The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The AENCO will also check that your child is making good progress within any individual work and in any group that they take part in and interventions tracked and monitored.</p>	
<b>What support do we have for you as a parent of child with an SEN?</b>	<p>The AENCO, Progress Leader, ESA or Mentor (depending on your child's need) is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The AENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. Student Passports will be reviewed with your child and you will be encouraged to attend review meetings regarding them. Homework will be adjusted as needed to your child's individual needs where appropriate.</p>	
<b>How have we made this school accessible to children with SEN? (Including after school clubs etc...)</b>	<p>We ensure that equipment used is accessible to all children regardless of their needs. We provide support with homework at lunchtime.</p>	
<b>How will we support your child when they are leaving this school? OR moving to another Year?</b>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school: we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. If necessary, the AENCO will arrange additional visits to new schools or classes for your child.</p>	