SEND Support at Old Bexley

At Old Bexley CE Primary, we believe that all our children may require support at some time in their school life, whatever their background or ability. The support they need may be academic, social or emotional. Children are entitled to receive a broad, balanced and relevant curriculum. We recognise that appropriate advice, support and resources are required to achieve this for some pupils in the mainstream curriculum.

Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support.

This SEN support takes the form of a four-part cycle (Assess, Plan, Do, Review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the Graduated Approach.

All teachers are teachers of pupils with special educational needs or a disability and their progress is a whole school responsibility requiring a whole school response.



Bexley Council have produced a booklet for teachers to help them support pupils with different challenges. It is called, **The Quality First Teaching and Special Educational Needs Support Toolkit** and provides strategies which teachers can use to help remove barriers to learning. School can monitor the impact and effectiveness of support and interventions recommended, through the **Graduated Approach** shown above.

We have produced a flow chart to help explain how SEND support is managed at Old Bexley. Not all children who experience some difficulties on their learning journey will have a special educational need or disability and with the correct support they will overcome their difficulties and continue to make progress. However, for some children additional support may be necessary. The flow chart sets out how this will be put in place. At each stage the Assess, Plan, Do, Review cycle will be used.

An Education, Health and Care Plan (EHCP) is for children who need more support than is normally available through special educational needs support. EHCPs identify educational, health and social care needs and set out the additional support to meet those needs. The flow chart ends at this point as there are additional procedures which are explained in the following https://www.bexleyvoice.org.uk/my-guides-for-parentcarers-in-bexley.html produced by Bexley Voice.

Flow chart of the SEND support pathway at Old Bexley

You, your child or your child's teacher are concerned about your child's progress. Meet with the clas<u>s teacher</u>

The class teacher will use *The Quality First Teaching and Special Educational needs Support Toolkit* to implement strategies to help. They will complete the *Early Identification of Needs Sheet* to keep a record of what is happening

After 6 weeks, meet with Class teacher to discuss progress

Difficulties have resolved and progress is being made. CLASS TEACHER WILL CONTINUE TO MONITOR

Difficulties have not resolved then your child's teacher will seek the advice of the SENCo using the information they have collected on the identification sheet

The SENCo will observe your child and will suggest additional strategies to be used by the class teacher.

After 6 weeks, meet with the class teacher and SENCo to discuss progress

Difficulties have resolved and progress is being made. CLASS TEACHER AND SENCO WILL CONTINUE TO MONITOR

Your child is not making sufficient progress with the strategies in place.

Specialist advice is needed.

You will be asked to complete a consent form for the SENCo to raise them at the termly meeting of the Borough's Early Intervention Team and the Speech and Language Service where:

either

Additional time bound strategies may be given Advice will be given on what services to refer to:

- Educational Psychologist
- Occupational Therapist
- Speech and Language Therapist
- Community Paediatrician
- CAMHS

The SENCO will use all the evidence gathered and when the necessary forms are completed she will make the referral to the appropriate services

Following the specialist's input, which you will be fully involved in, recommendations will be put in place.

Progress will be reviewed half termly with the class teacher, SENCo and the specialist involved

If further support is needed for your child to make progress an Educational, Health and Care Plan may be necessary.

Difficulties have improved or resolved and progress is being made. CLASS TEACHER AND SENCO WILL CONTINUE TO MONITOR