

Levels of Support

We follow the SEND Code of Practice Asses-Plan-Do-Review process.



If the SENCO (Special Educational Needs Coordinator)/class teacher believe a child would benefit from extra support they will be placed on the school SEN Register and given an Individual Provision Map (IPM).

An IPM will outline specific targets for the child and how they will be achieved. It will give details of any specific intervention programme they will be taking part in and the level of extra adult support your child will receive.

If your child continues to need a high level of support, or is not making progress in one or more area of the curriculum, it may be necessary for the SENCO to involve external agencies such as Behaviour Support Team (BST), a Speech and Language Therapist (SALT) or an Educational Psychologist (EP).

Who to talk to?

Your child's class teacher is the first person to talk to. Within school, they have the best knowledge of your child. If you are still concerned you can contact the school SENCO (see below for contact details) or the Phase Leader for your child's age group, for further advice and support.

SENCO- Miss Laura Edkins- can be contacted via telephone through the school office (01684 572949) or via email-

SPPSSenco@metacademies.org.uk

More support and further information, including our SEN Policy and SEN Information Report, can be found on our website:

www.somerspark.com

Somers Park School

Information for parents



Special Educational Needs (SEN) information leaflet

SEN at Somers Park

At Somers Park School, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school.

The term 'special educational needs' has the following definition:

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

*Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

(SEND Code of Practice, 2014)

Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN.

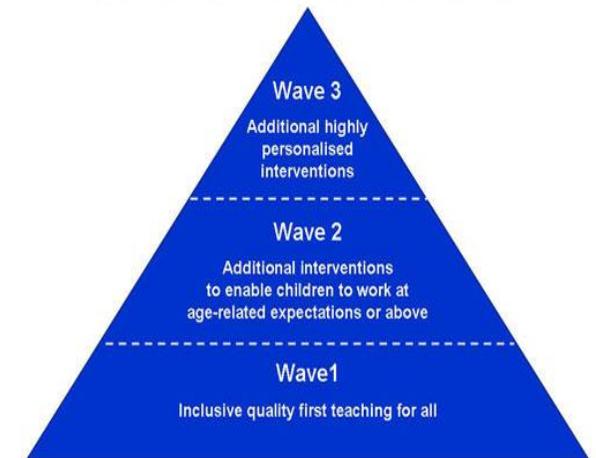
The main responsibility for the assessment of children remains with the class teacher. However, the views of others who work alongside the child may be sought when a teacher is reviewing the provision for an individual child.

The Code of Practice refers to four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Levels of Support

Waves of Intervention Model



There are three levels of support:

Wave 1- Quality First Teaching- this is the delivery of high quality, inclusive teaching within the classroom taking account of the learning needs of all pupils. It is what every child can expect from school.

Wave 2- this is for pupils who may require further support to help them meet age-related expectations. Extra help is targeted at particular difficulties and includes short-term 1:1 or small group interventions

Wave 3- is for pupils who have very specific and/or long-term needs. It may need to be a more intensive programme, involving more individual support or specialist expertise.