

IASS
●●●● Bromley.



Extra support for my child in school

The “graduated approach”

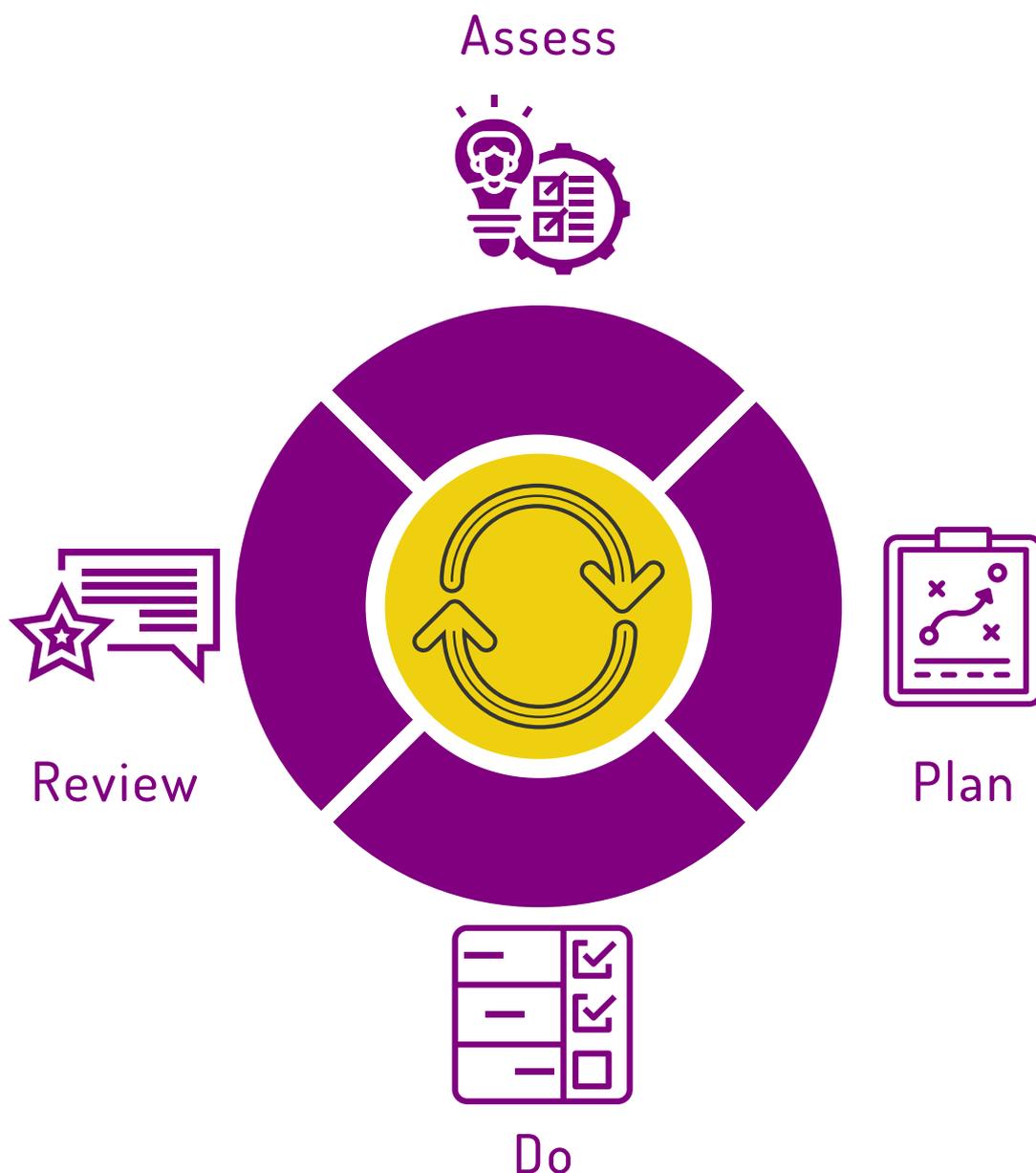


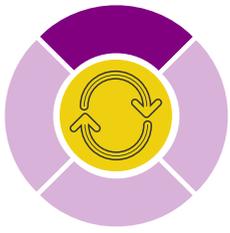
In partnership with



If you and your child's school have concerns about how your child is making progress with their education, school staff should take action to remove anything that is getting in the way of your child's learning by putting in place the right kind of support to meet your child's needs. This is called special educational needs (SEN) support.

SEN support goes through four stages that follow-on from each other, and repeat for as long as your child needs it.





Assess

Your child's class or subject teacher, working with the Senco, should carry out a clear analysis of your child's needs.

This should be based on information from:

- the teacher's assessment and experience of your child
- your child's previous progress and attainment
- information from the school's records and tracking of the your child's progress, attainment, and behaviour
- other subject teachers' assessments (if relevant)
- your child's development in comparison to the majority of other children their age
- your views and experience as parents
- your child's own views
- advice from other support services outside school (if relevant)

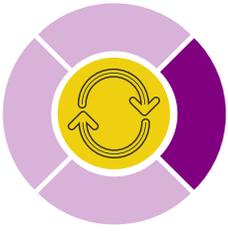
Schools should take seriously any concerns you raise. Your concerns should be recorded and compared to the school's own assessment and their information on how your child is developing.

This assessment should be reviewed regularly so that:

- any barriers to learning are identified
- support and intervention are matched to need,
- the interventions and support put in place for your child are checked to see if they are working well.

If outside professionals from health or social services are already involved with your child, these professionals should work with the school to help them with the assessments.

If your child is getting support from any other professionals who are not already working with school staff the Senco should contact them if you agree.



Plan

Where it is decided to give your child SEN support, you must be told about this formally - although you should have already been involved during the “assess” stage.

The teacher(s) and the Senco should talk to you and your child about what the support your child will get, and what difference it will make for them. You and school should also agree together a date for when this support is reviewed.

All the teachers and support staff who work with your child should be informed about your child’s needs. School staff should also know the targets - or outcomes - your child is working towards, and the support your child will be getting.

Any interventions or help your child gets should be provided by staff with sufficient skills and knowledge to provide the right support, and they should know the best way to do this.

The support your child gets should also be recorded on the school’s information system.

You should be fully aware of the planned support and interventions school will be putting in place for your child, and, where appropriate, plans should seek your involvement to reinforce or contribute to progress at home.



Do

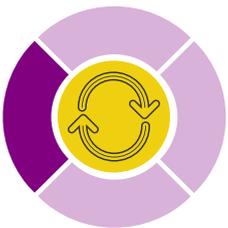
Your child's class or subject teacher should remain responsible for working with your child on a daily basis.

Where the support your child gets involves group or one-to-one teaching your child away from the main class or subject teacher, the teachers should still retain responsibility for your child's learning.

Your child's class or subject teacher should work closely with any teaching assistants or specialist staff involved supporting your child, to plan and assess how well the support is working, and how any learning outside the main classroom is linked to the curriculum the class or subject teacher is teaching.

Additionally, the school's Senco should support class or subject teachers in the further assessment of your child's particular strengths and weaknesses.

The Senco should also help teachers work out any problems to make sure the support your child gets is as effective as possible.



Review

At the agreed date, you and school should look at the support your child is getting and see if it is helping your child achieve their targets. Your child's class or subject teacher, with the school Senco, should think about what changes should happen and alter the kind of support your child gets if needed.

You and your child should be asked for your views about the support your child gets, and you should fully understand what difference the support your child gets is making for them.

If needed, another assessment of your child's needs should happen so that any support, or changes in support, can be put in place for them.

This would start the cycle of "assess > plan > do > review" again to make sure the support your child gets is up to date and relevant for their needs.

Get in touch with us



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