

How will school staff support my child?

- Each pupil's education programme is planned by the class teacher. It will be differentiated accordingly to suit the individual needs of the pupil. This may include additional general support by the teacher or the teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, e.g. phonics, Mathematics, English, speech and language, social skills development or motor skills then the pupil may be placed in a small intervention group. This will be led by the class teacher, an experienced Teaching Assistant (TA), Higher Level Teaching Assistant (HLTA) or a specialist teacher. The length of time of the interventions will vary according to the programme but usually will last at least a term. The interventions will be regularly reviewed to check the effectiveness of the provision and to inform future planning for the pupil.
- Pupils will have access to specific resources as required, for example large print, overlays, visual timetables, in order to support their learning in class.
- The SENCO oversees all support and progress of any child requiring additional support.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets the Headteacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- The class teacher will meet with you at least termly if your child has Special Educational Needs. The class teacher will meet you to discuss on-going support and to update you on progress.
- Occasionally a pupil may need more expert support from an outside agency such as Learning Support Service, Speech and Language Service, Occupational Therapy Service, Educational Psychology Service, Behaviour Support Service or Primary Jigsaw. A referral will be made with your permission, and forwarded to the appropriate agency. After a series of assessments, a programme of support is usually provided to the school and to parents and carers. This could include additional advice for the class teacher or more specialised one-to-one support

within school, including additional support from a teaching assistant to support your child in class.

- The Governors of Ladybridge Primary school are responsible for ensuring appropriate support for all learners. Ash Tucker is the named link governor for Inclusion who monitors SEND.
- Mrs Hill is responsible for Safeguarding and Child Protection procedures. The responsibility of the governors is to provide both support and challenge to the Headteacher and staff so that the school is as inclusive as possible and that all pupils and staff are treated in a fair and equitable way. The designated Governor meets with the SENCO to monitor and review accessibility plan and all other statutory policies as defined by the Department of Education.