

Special Educational Needs and Disabilities



Our 'Local Offer'





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1. What does special educational needs mean?

A child is likely to have special educational needs if they need resources which are ‘additional to or different from’ those generally available for other children of the same age. This goes beyond the normal approaches and learning arrangements provided by the teacher as part of high quality, personalised teaching.

The 2014 Code of Practice identifies four areas of special educational needs. These are

- Communication difficulties and finding it difficult to get on with others
- Thinking and learning difficulties (e.g. Difficulties with English and Maths skills)
- Difficulties related to social, mental and emotional health (e.g. anxiety)
- Sensory and/or physical difficulties

2. Who is responsible for ensuring SEND provision?

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

The Head Teacher has overall responsibility for the learning of all children in the school; class teachers identify what is needed and how they will meet those needs; the Special Educational Needs and Disabilities Coordinator (SENDCO) monitors the provision and provides advice for both parents and teachers.

Presently the SENDCO is Mr Charlie Hebborn and the SENDCO Assistant is Mrs Caroline Wells.

3. What should I do if I think my child has special educational needs?

There are a number of different circumstances which may lead to the suggestion of special educational needs.

- You may feel there has been a problem of some kind for a while, though you may not be able to identify what that problem is.
- A difficulty may have been suggested by a health visitor, doctor or other health professional.
- Your child’s class teacher may speak to you with a concern that they have about your child’s progress, or with a specific difficulty.

It is very important that parents and the school work together, so if you have any concerns, please make an appointment to speak to your **child’s class teacher**, just as he/she will contact you for an appointment if he/she has any worries.

4. How will the school respond to my concern?

Following the initial conversation between you and your child's class teacher, it may be necessary to arrange a longer meeting to discuss this further. Wherever possible this meeting will take place within 2 school weeks of the initial conversation.

Next the class teacher will discuss your concerns with the SENDCO and will investigate the concerns. This may include making additional assessments, observations and having discussions and sharing information with other adults who work with your child. Investigations usually take between 2 and 4 school weeks.

The investigations will be followed by a further meeting, this time between you, the class teacher, and the SENDCO where the findings will be discussed.

5. How will the school decide if my child needs extra support?

The decision that your child needs extra support will be made by the class teacher, but only in consultation with yourself, and the SENDCO. This decision will be made on the basis of initial investigations, collection of evidence and family history. This may also involve different assessments made by other professionals. This information will be shared with you at the follow-up meeting and the decision discussed.

The decision to place a child on the school's SEND register is not taken lightly and takes into account the quality and quantity of the evidence. Your child cannot be placed on the SEND register without your permission.

It is expected that most educational needs can be met by good Quality First Teaching (ie through the differentiated support given by the class teacher). Please see appendix 1 which provides a guide and examples of what should be expected from whole class teaching by teachers and what criteria COULD be used to decide if a child will be placed on the SEND register and what strategies might be used to support them.

6. What will the school do to support my child?

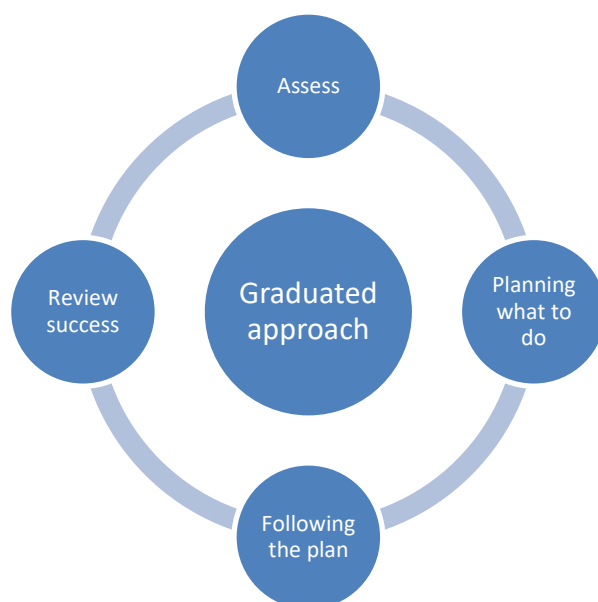
Firstly, and most importantly, the school will continue to provide high quality teaching which matches the needs of individual pupils. Alongside this additional support may be necessary to allow children further opportunities to practise key skills. This may take the form of an intervention **or** may be as a result of a child being placed on the SEND register.

An intervention is a series of sessions with an adult (where resource is possible), usually as part of a group, which focus on the practice of key skills which have been taught in the classroom. They may work in these groups for 2-5 times a week but for only a short periods of time. Many learning support specialists believe that several short sessions are more effective than long sessions and we don't want children to miss out on lessons that they enjoy or are good at. Teachers and Teaching Assistants will encourage children to use the skills they have learned in these sessions when they are learning in class. The class teacher remains responsible for meeting the needs of the pupils.

The support will be planned and reviewed by the class teacher, working with you to discuss how well the intervention has gone. Interventions follow a cycle of looking at what the problem(s) is; planning what we will do to support your child; termly we will review the success of the Support Plan and decide what to do next.

The Support Plan will show what support your child will receive, how often and by whom. It will include measurable targets which will be part of the review process.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.



7. Who will support my child in school?

When they are working in the classroom your child will mainly be helped by the Teacher or Teaching Assistant; they may also be supported in the classroom by a volunteer, such as a parent, or by another child in the class. On other occasions children may sometimes be withdrawn from the classroom to receive support in a small group setting or very occasionally on a 1:1 basis; this usually is with one of our Teaching Assistant staff. Sometimes a teaching assistant may free up a teacher to work directly with a child.

The school employs a number of teaching assistants who have a range of experience, training and qualifications in the following areas:

Autistic Spectrum Disorders

Dyslexia and other literacy difficulties

Dyscalculia and other maths difficulties

Dyspraxia

Behavioural difficulties

Attention difficulties

Visual difficulties

Speech & Language

Inclusion

Mobility Problems

The school is sometimes assisted by outside agencies, who give specialist advice. You can see a list of these agencies in section 9.

8. What training and experience do staff have for the additional support my child needs?

Class teachers at Scampton Church of England Primary School are qualified teachers with many years' experience of supporting children with a whole range of additional needs. They are supported by a number of Teaching Assistants, many of whom have Higher Level Teaching Assistant Status.

Mr Hebborn has been SENDCO at this and previous schools for a number of years and as such has a great deal of experience with supporting children with all kinds of special educational needs and disabilities. Mr Hebborn's role is to monitor and organise provision in school, and to direct parents and teachers toward professionals who can help and provide support.

The School also employs a SENDCO Assistant, Mrs Wells, who also has much experience in supporting children with special educational needs and disabilities, having been involved in this field for many years. Mrs Wells deals with much of the arrangements necessary for the co-ordination of special needs and disabilities but delivers support and is well trained to provide support and advice to parents and other professionals. Mrs Wells has particular expertise in autism, dyslexia, dyscalculia and other literacy/maths difficulties.

9. Who else might be involved in supporting my child?

For some children the school may request parents' permission to involve other key professionals who work for support agencies. In our own school the main agencies/professionals we work with are:

Agency	Name	Role	Time in school
Educational Psychologist (EP)		Conducting specific assessments/observations to help to analyse difficulties and provide to reports for any statutory requirements e.g. Education & Health Care Plans and Annual Reviews.	Time for this is purchased by the school when required.
Behaviour Outreach Support Service (BOSS)		Providing advice, ideas for teachers and consultations with parents Conducting specific assessments and observations to help to analyse difficulties.	As required
Specialist Teaching Team – Special Educational Needs And Disability Service (SENDS)	Cara Sherry	Conducting specialised detailed assessments to help identify difficulties; advising teachers and parents with support; planning and delivering specific programmes of work to support learning.	Time for this is purchased by the school when required.
Speech and Language Therapist (SALT)		Planning programmes of work to be delivered in school to support children with speech and language difficulties.	By referral. Pupils are seen on a client initiated basis.
Children and Young Peoples Nursing Team/ Specialist Nurse for Autism		To provide medical advice for physical and emotional difficulties. e.g. sleep difficulties, incontinence.	As required. Pupils can be referred by school to the relevant team.
Community Paediatrician		Children are referred to the Community Paediatrician, at the parents request, if there are medical, physical, social or emotional concerns that warrant further investigation and/or diagnosis.	By referral
Child and Adolescent Mental Health Service (CAMHS)		This service is for those children who need further support for their behaviour and social and emotional well-being.	By referral
Mental Health Support Team (MHST) Lincolnshire Partnership NHS Foundation Trust	Santina Welch	School are supported by this team who come into school regularly to deliver workshops to pupils and drop in sessions to advise staff and parents.	Termly
Working Together Team (WTT)	Adele Sheriff	This team provide specific advice and support to staff and parents on autism and ADHD.	As required

10. What support will be there for my child's emotional and social well-being?



Pastoral, and social support:

The school offers a range of support for children with emotional and social needs. Support will always include the opportunity for children to meet on a regular basis with a named adult (usually a TA) to discuss any concerns the child may have and ideas for how they can be enabled to help themselves.

Where capacity exists, some children may take part in a specific programme aimed at developing social and emotional skills, such as 'Time to talk' or 'Social Stories'®. Others will benefit from having the opportunity to work with a Teaching Assistant who could, for example meet with them each week to discuss their progress over the previous week and aims for the week ahead. The aim here will be to ensure that they feel good about themselves and their learning, and will take steps to ensure that this attitude is maintained.

Where further advice is needed from a qualified professional, a referral may be made to the Behaviour Outreach Support Service (BOSS) or to the Child and Adolescent Mental Health Service (CAMHS) (see section 9). The Mental Health Support Team (Lincolnshire Partnership NHS Foundation Trust) also visit school regularly to provide 1:1 mental health support for children as and when necessary. They also provide workshops for pupils of all ages on Worry and Transition workshops, particularly for our Year 6 pupils when moving on to secondary school.



Medication

For children with needs which require prescription medication to be taken in school, these needs can usually be met by arrangement with the school. We are only allowed to administer medication in accordance with a prescription from a qualified medical practitioner. These will be administered in line with the Department of Health Guidance – 'Managing Medicines in Schools and Early Years Settings'.

Please note the school will listen to any unusual circumstances and will act to meet the needs of children so please talk to the Headteacher.



Behaviour

Scampton Church of England Primary School sees good behaviour as a key aspect of a child's education. Poor behaviour choices have an impact on the education of both the child themselves and other children in the school. Teachers are trained in a broad range of behaviour management strategies which fundamentally focus on reward for good behaviour and praise in public. For children who really struggle with issues related to behaviour choices, advice may be sought from other agencies (see section 9). It may be necessary to put a Pastoral Support Plan in place in order to give further guidance for a child who is experiencing difficulties with behaviour choices in order to try to avoid exclusion. The school's Behaviour Management Policy is available on our website.



Attendance

Attendance is an important issue. Research clearly shows that children who attend school regularly have greater chances of success both now and in the future. Attendance is monitored regularly both at school, and by the Education Welfare Office. Where issues are identified regarding a child's attendance a request for a meeting with parents is made to discuss how support can be put in place to ensure the child is attending school regularly.

11. How will my child be able to contribute their views? How will my child be involved in the process?

Your child's views are important to us. They will have opportunities to contribute their own views about their needs either through discussion with the class teacher or in some cases with a Teaching Assistant. These views contribute to the writing of the Pupil Support Plan (see below).

12. How will the curriculum be matched to my child's needs?

Meeting your child's needs all starts with high quality teaching every day in the classroom. Good teachers are used to matching the curriculum to a broad range of ability across their classes. This is no different for children with special educational needs or disabilities. However, further to this, children with additional needs may need extra or different support. This may include

- Routine strategies such as seating arrangements, use of ICT, additional resources or equipment;
- Additional support in the classroom, such as another adult or a Teaching Assistant supporting the child's learning where capacity exists;
- Further support such as a "booster" or intervention programme. This is a series of short sessions focusing on a particular skill or area of understanding and may take place in the classroom, or a group may be withdrawn to a quieter place;
- Completely different work to be set by the class teacher for part of the curriculum;

- A special programme written for them by an external agency but delivered by the school.

The support put in place by the school will be recorded in two documents:



Positive Sensory Profile (reviewed at least annually) which highlights your child's preferences as well as their aversions and ways that they can and will be supported. This document is only used to support pupils who have a diagnosis of autism or have specific sensory difficulties;



Support Plan (reviewed at least 3 times per year) which shows your child's diagnosed condition(s), an outline of needs, strengths and areas they need to be supported in. It also includes details of their targets and the support and programmes being put in place by the school in order to help them achieve these.

These documents are written with the parents and the pupil and copies are provided following each review.

13. How will I know how well my child is progressing?

We will meet with you at least 3 times per year. The class teacher and you will meet together to discuss how your child has been progressing with their targets as well as their academic progress in relation to their peers.

Additionally, the school operates an "open door policy" and welcomes the opportunity to meet with you to discuss your child's progress at any stage. Where there are particular concerns, the school may suggest either a regular programme of review meetings, for example weekly, or alternatively a home-school book to allow for daily dialogue. In the majority of cases the main point of contact will be the class teacher, however for a small number of children with more significant needs, special arrangements may be put in place for more regular contact with a Teaching Assistant.

14. How does the school know how well my child is doing?

The school has a number of different ways of measuring the child's progress depending on both their age and their stage of development:



All children have their progress measured every day using ongoing formative assessment strategies by the class teacher. This means the teacher is constantly making sure that the child is understanding what they are doing well and what they need to do next in order to improve;



Children in the Foundation Stage have their progress measured against age related expectations and Early Learning Goals laid out in the Early Years Profile;



Children in KS1 and KS2 usually have their attainment and progress measured against age related expectations;



Progress against a child's individual targets (as outlined in their Support Plan);



Some children may require more specific assessments to be made related to their needs. Where this occurs, re-testing at a future date can also be used to measure progress, these include specialised assessments e.g. The Autism Education Trust's Progression Framework or V Send.

Progress of all children in the school is regularly monitored by the Headteacher to ensure that children are not falling behind.

Should a pupil require substantially more support in school, over and above the needs of others to enable them to reach their full potential and where, despite school having taken relevant and purposeful action to identify, assess and meet the SEND of your child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support. Based on the school's experience in requesting EHCP support and the time resource to do so – the school will advise you whether it can support such a request which will only be following a graduated approach over a period of time and a number of plan, do review cycles.

If an Education and Health Care Plan is agreed and issued by the Local Authority, it will be reviewed annually by school staff, parents and any other professionals involved in supporting your child.

15. How will my child be included in activities outside the classroom including school trips?

Open communication between the school and parents/carers is key. If your child has additional needs which require special access arrangements, the school would always want to meet with you at the planning stages of the trip in order to ensure maximum access for your child. Should an additional adult be required to support with these arrangements this can be arranged by the school. All after-school clubs are open to any child within the target age range who wishes to take part and additional needs should be no barrier to this. Please speak to your child's class teacher if you have a concern about this.

16. How accessible is the school environment?

Scampton Church of England Primary School has a long-standing tradition of working effectively with parents to support children in accessing the school environment. For children with mobility needs, all classrooms are on the same level and we have a toilet for the disabled in the centre of the school. The school has access to advisers who can offer support with a range of communication and mobility needs including technical support and guidance.

17. How will the school prepare and support my child to join the school?

All children joining the school in our Reception Class have at least 3 visits to the school prior to starting in September. Many will have attended our monthly 'Little Bear Cubs' sessions which give our Early Years Practitioner opportunity to be familiar with families as they join the school. Our Early Years Practitioner also visits children in their pre-school setting and discusses individual needs with the practitioners there. Further visits can

be arranged to discuss any specific needs your child may have. For children with identified special needs, our Early Years Practitioner and SENDCO are commonly invited to attend a review meeting during the summer term before the child starts school.

For children joining our school at any other point during the school year, or in any other year group, we are happy to arrange a taster day prior to the child starting at the school should this be practical. For all children joining the school at other points, we will engage with the previous school in order to ensure as smooth a transition as possible.

18. How will the school prepare and support my child to transfer to a new setting/school/college?

During Y5 and Y6, there will be opportunities for your child to visit local secondary schools in order to make an informed choice about which school suits their needs the best. For children with special educational needs or disabilities it is good to take opportunities early in Y5 to begin this process, as you may need longer to consider the choices. It is a good idea to visit schools more than once as you may think of different questions on a second visit. All schools offer open evening events for parents, which give an ideal opportunity for you to discuss your child with the SENDCO. Scampton Church of England Primary School is also happy to offer advice in terms of who to speak to and key questions to ask: speak to your child's class teacher in the first instance. You can find information about each school's own 'Local Offer' on their school website.

Once your decision is made and a place offered, all children have a number of opportunities to visit the receiving school prior to the end of Y6. Additionally, children who are on the SEND register can have further visits arranged focusing on areas of anxiety or on how the secondary school can support their needs. Scampton Church of England Primary School has an excellent relationship with all the local secondary schools, passing on crucial information to the SENDCO and Primary Liaison Teacher. It is common practice for the SENDCO to be invited to the final review meeting of Y6 and all SEND documentation will follow the child to their new school.

19. How can I be involved in supporting my child?

At Scampton Church of England Primary School we believe that parents should be very much part of the process of supporting your child. Whenever Support Plans are put in place for a child, there will be an opportunity to discuss what support you can offer and advice of how to help your child achieve their targets. The class teacher may set additional or different homework for your child as part of the Support Plan. If at any time you would like further guidance, please do not hesitate to pop in after school to see your child's class teacher, or call to make an appointment.

20. How can I access support for myself and my family?

Lincolnshire Parent Carer Forum

This is a group that provide support for parents whose children have special educational needs. They can provide a whole range of advice both on the phone, online workshops and in the form of leaflets. Their contact details are: **admin@lincspcf.org.uk**

Tel 07925 232466 LPCF, PO Box 1183, Spalding, PE11 9EE



21. Who can I contact for further information?

It is very important that parents and the school work together, so if you have any concerns, please make an appointment to speak to your **child's class teacher**, just as he/she will contact you for an appointment if he/she has any worries.

If you have any further questions you can also talk to Mr Hebborn the Headteacher or Mrs Wells the SENDCO Assistant.

Lincolnshire County Council – SEND Local Offer



Lincolnshire's SEND Local Offer, find everything you need to know about SEND in one place. They can be contacted on <https://www.lincolnshire.gov.uk/send-local-offer>

Appendix 1 – Suggested criteria for inclusion on the Special Educational Needs and Disabilities register.

To help determine the support a child needs to help them at school, the school makes use of the Lincolnshire SEND Inclusion Toolkit. The following is a **guide only** for the school to use with parents to determine whether a support plan, application for EHCP or specialist provision should be considered. *At least two plan, do, review cycles should have been completed unless in exceptional circumstances.

Levels referred to are explained as follows:

- High Quality Teaching (HQT) approaches which will benefit all pupils as well as those with special educational needs (VSEND level 1-2) are captured at the beginning of each area of need. These should be considered alongside the broader range of inclusive teaching and learning strategies identified by the **Education Endowment Foundation** (EEF).
- some pupils will require support that is additional to or different from HQT approaches to learning and development. These pupils require more focused intervention and support and these are referred to as targeted interventions (VSEND level 3-4).
- other pupils may require more specialist interventions (VSEND 5-6) or highly specialised support (VSEND 7-10), in addition to targeted interventions and HQT. It is important to consider the pupil's developmental age, as well as their chronological age, when using this guidance document as some of the information in other education phases (early years) may be of use.

<u>Communication and Interaction</u> (Speech, Language and Communication)	What needs you may notice	Strategies that could be used to support the need.
<i>Needs met by Quality First Teaching (within class setting)</i>	<u>Level 1 - 2 needs</u>	<u>Level 1 and 2 support</u>
<i>Consideration for a support plan.</i>	<u>Level 3 – 4 needs</u>	<u>Level 3 – 4 support</u>
<i>Consideration to apply for an Education and Health Care Plan (EHCP)*</i>	<u>Level 5 – 6 needs</u>	<u>Level 5 – 6 support</u>
<i>Consideration to apply for a Specialist Provision (such as a Special School)</i>	<u>Level 7 – 10 needs</u>	<u>Level 7 – 10 support</u>

<u>Communication and Interaction</u> (Social, Communication Difficulties)	What needs you may notice	Strategies that could be used to support the need.
<i>Needs met by Quality First Teaching (within class setting)</i>	<u>Level 1 - 2 needs</u>	<u>Level 1 and 2 support</u>
<i>Consideration for a support plan.</i>	<u>Level 3 – 4 needs</u>	<u>Level 3 – 4 support</u>
<i>Consideration to apply for an Education and Health Care Plan (EHCP)*</i>	<u>Level 5 – 6 needs</u>	<u>Level 5 – 6 support</u>
<i>Consideration to apply for a Specialist Provision (such as a Special School)</i>	<u>Level 7 – 10 needs</u>	<u>Level 7 – 10 support</u>

<u>Cognition and Learning</u>	What needs you may notice	Strategies that could be used to support the need.
<i>Needs met by Quality First Teaching (within class setting)</i>	<u>Level 1 - 2 needs</u>	<u>Level 1 and 2 support</u>
<i>Consideration for a support plan.</i>	<u>Level 3 – 4 needs</u>	<u>Level 3 – 4 support</u>
<i>Consideration to apply for an Education and Health Care Plan (EHCP)*</i>	<u>Level 5 – 6 needs</u>	<u>Level 5 – 6 support</u>
<i>Consideration to apply for a Specialist Provision (such as a Special School)</i>	<u>Level 7 – 10 needs</u>	<u>Level 7 – 10 support</u>

<u>Social, Emotional and Mental Health</u>	What needs you may notice	Strategies that could be used to support the need.
<i>Needs met by Quality First Teaching (within class setting)</i>	<u>Level 1 - 2 needs</u>	<u>Level 1 and 2 support</u>
<i>Consideration for a support plan.</i>	<u>Level 3 – 4 needs</u>	<u>Level 3 – 4 support</u>
<i>Consideration to apply for an Education and Health Care Plan (EHCP)*</i>	<u>Level 5 – 6 needs</u>	<u>Level 5 – 6 support</u>
<i>Consideration to apply for a Specialist Provision (such as a Special School)</i>	<u>Level 7 – 10 needs</u>	<u>Level 7 – 10 support</u>

<u>Sensory and Physical Needs (Hearing Impairment)</u>	What needs you may notice	Strategies that could be used to support the need.
<i>Needs met by Quality First Teaching (within class setting)</i>	<u>Level 1 - 2 needs</u>	<u>Level 1 and 2 support</u>
<i>Consideration for a support plan.</i>	<u>Level 3 – 4 needs</u>	<u>Level 3 – 4 support</u>
<i>Consideration to apply for an Education and Health Care Plan (EHCP)*</i>	<u>Level 5 – 6 needs</u>	<u>Level 5 – 6 support</u>
<i>Consideration to apply for a Specialist Provision (such as a Special School)</i>	<u>Level 7 – 10 needs</u>	<u>Level 7 – 10 support</u>

<u>Sensory and Physical Needs (Vision Impairment)</u>	What needs you may notice	Strategies that could be used to support the need.
<i>Needs met by Quality First Teaching (within class setting)</i>	<u>Level 1 - 2 needs</u>	<u>Level 1 and 2 support</u>
<i>Consideration for a support plan.</i>	<u>Level 3 – 4 needs</u>	<u>Level 3 – 4 support</u>
<i>Consideration to apply for an Education and Health Care Plan (EHCP)*</i>	<u>Level 5 – 6 needs</u>	<u>Level 5 – 6 support</u>
<i>Consideration to apply for a Specialist Provision (such as a Special School)</i>	<u>Level 7 – 10 needs</u>	<u>Level 7 – 10 support</u>

Sensory and Physical Needs (Multi-sensory Impairment)	What needs you may notice	Strategies that could be used to support the need.
<i>Universal Support</i>	<u>Description of Need</u>	<u>Strategies and Resources</u>

Sensory and Physical Needs (Medical Needs)	What needs you may notice	Strategies that could be used to support the need.
<i>Needs met by Quality First Teaching (within class setting)</i>	<u>Level 1 - 2 needs</u>	<u>Level 1 and 2 support</u>
<i>Consideration for a support plan.</i>	<u>Level 3 – 4 needs</u>	<u>Level 3 – 4 support</u>
<i>Consideration to apply for an Education and Health Care Plan (EHCP)*</i>	<u>Level 5 – 6 needs</u>	<u>Level 5 – 6 support</u>
<i>Consideration to apply for a Specialist Provision (such as a Special School)</i>	<u>Level 7 – 10 needs</u>	<u>Level 7 – 10 support</u>

Growing Independence	What needs you may notice	Strategies that could be used to support the need.
<i>Early Years</i>	<u>Early Years needs</u>	<u>Early Years support</u>
<i>Needs met by Quality First Teaching (within class setting)</i>	<u>Level 1 - 2 needs</u>	<u>Level 1 and 2 support</u>
<i>Consideration for a support plan.</i>	<u>Level 3 – 4 needs</u>	<u>Level 3 – 4 support</u>
<i>Consideration to apply for an Education and Health Care Plan (EHCP)*</i>	<u>Level 5 – 6 needs</u>	<u>Level 5 – 6 support</u>
<i>Consideration to apply for a Specialist Provision (such as a Special School)</i>	<u>Level 7 – 10 needs</u>	<u>Level 7 – 10 support</u>