

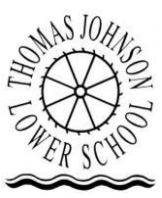
### **How will school support my child?**

Class teachers are responsible for the progress of the children in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all children. Senior leaders ensure that training for staff is monitored and accessible to increase staff confidence in meeting the needs of all children. Class teachers will always prioritise well differentiated lessons and Quality First Teaching. The class teacher will then explore interventions and strategies to support a child who is struggling to make progress. Alternative provision will be put into place through close liaison between the child's class teacher, parents/carers and the child.

The SENCO (Special Educational Needs Coordinator) is responsible for ensuring that:

- Teachers understand a child's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a child's needs
- The quality of teaching for children with SEND
- Provision across Thomas Johnson Lower School is managed efficiently by the SENCO. Sometimes some students require additional support to make progress across the curriculum, because they are significantly below age related expectations. The SENCO is responsible for organising intervention for an individual or small group of children which might include one of these provisions for example;
- Additional adult support in the classroom – classes have teaching assistants (TAs) who support the teacher in helping the learning of whole classes; the Special Educational Needs Coordinator is able to direct a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that students are significantly below the expectations for their age.
- Intervention sessions – When students come out of some lessons for pre-arranged sessions
- The SENCO is responsible for ensuring that all children, including disabled children are able to access a broad and balanced curriculum. The SENCO is responsible for ensuring that the learning environment meets the needs of all children, including children with additional needs and disabled children. The SENCO is also responsible for ensuring that information is delivered to all children, including those children with SEND.

**The focus is always on the outcomes for the children and therefore children will only be removed from a lesson if an intervention can be strongly evidenced to improve learning above and beyond the lesson given by the teacher.**



Thomas Johnson Lower School - A Person Centred Approach to SEND

**Interventions at Thomas Johnson Lower School focus on positive outcomes for the children NOT the amount of time or hours designated using a resource.**

