

Terminology you may hear at SEND Support

Quality First Teaching

Quality First Teaching (QFT) means high quality inclusive teaching together with a continuous whole school process for assessing, implementing, tracking, monitoring and reviewing your child's progress.

- The teacher has the highest possible expectations for your child and all pupils in their class;
- All teaching builds on what your child already knows, can do and understand;
- Lessons are appropriately differentiated, which means different ways of teaching are in place so that your child can access the lesson and is fully involved in their learning. Some examples of differentiation are: additional resources to support their learning, opportunities for paired work or small group work, different ways of presenting their work;
- Specific strategies (suggested by the SENCo) to support your child to learn;
- On-going assessment within the day to day framework of the classroom of your child's progress to identify any gaps in their understanding / learning.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under section 21 of the children and families act 2014. Schools and colleges MUST use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Provision Map

Provision maps are an efficient way of showing all of the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

SEN Support

SEN Support is a staged approach to identify needs, providing support which will involve conversations with school / setting, parents / carers, children and young people. The staged approach is in the form of a four part cycle known as the graduated response. The graduated response starts at a whole school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching to all children. However, where a potential special educational need has been identified, this is a staged process that becomes increasingly personalised.

Personalised SEN Plan (Some schools / settings may call this an IEP – Individual Education Plan)

A personalised SEN plan is designed for children with SEN to help them get the most out of their education. The plan builds on the curriculum that a child with learning difficulties or disabilities is following and sets out strategies being used to meet that child's needs.

The plan is a teaching and learning plan and should set out targets and actions for the child that are different from or additional to those that are in place for the rest of the class.

The purpose of the plan is to inform the teacher and others working with the child of specific targets for the child and how these will be reached. The plan allows schools and staff to plan for progression, monitor the effectiveness of teaching, monitor the provisions for additional support needs within the school, collaborate with parents and other members of staff and help the child become more involved in their own learning and work towards specific targets.

The plan should contain targets, provisions and outcomes. It should set out the teaching strategies to be used to achieve those targets, the provision that will be put in place, say when the plan is to be reviewed and identify outcomes which show the child's progression against his / her previous targets.

Targets set in the plan should be SMART which stands for:

- **S**pecific, so that it is clear what the child should be working towards
- **M**easurable, so that it is clear when the target has been achieved
- **A**chievable, for the individual child
- **R**elevant, to the child's needs and circumstances
- **T**ime- bound, so that the targets are to be achieved by a specific time

The plan is a working documents that should be reviewed regularly (usually termly) to ensure that it continues to meet the child's needs. When reviewing the plan teachers need to consider the parents and child's views, the progress made by the pupil, the effectiveness of the plan, any specific issues that impact on the child's progression and changes to targets or strategies. After considering the child's current progress, new targets should be set to be achieved by the next plan review.

Progress

Children and young people tend to make progress in very individual ways and sometimes in very small increments.

Where schools have good planning, assessment and scaffold activities, SEND pupils will achieve challenging targets and make accelerated progress. Once a baseline is established, progress can be tracked.