

### **What provision is available to a child with SEND?**

The school has a range of additional high quality evidence based provision available which are listed on the ***provision map***. Provisions are considered when the impact of quality teaching and the child's profile of learning have first been explored.

Provisions may be delivered in class through targeted quality teaching, or out of class through the following methods: specific group work run by teachers or teaching assistants, specialised group work run by outside professionals such as a speech and language therapist or specified individual support. In all instances parents/carers will be informed and permission requested for specialised support.

Provisions often play a vital role in closing the attainment gap between children with SEND and children without; therefore, all provisions are monitored closely for their impact by the Inclusion Team. Each provision will have an entry and exit assessment process to aid the monitoring of overall progress. This also feeds into the annual review of SEN provisions and support.

If there is still no evidence of progress, then specialist provision may be considered appropriate. This may include Speech and Language Services or the school's Educational Psychologist. This will be done in consultation with the child (where appropriate) Parents/Carers, SENCO, Inclusion Lead and the teaching team.

A decision may be made to apply for an *Education, Health and Care Plan Assessment*. An EHC plan brings the child's education, health and social care needs into a single, legal document. They must have special educational needs to be eligible for a plan.