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How to contact us:



07786101072



Info@pipstockport.org

Follow us on:



www.pipstockport.org



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Parents in Partnership Stockport

**ADDITIONAL AND/OR DIFFERENT
SUPPORT IN MAINSTREAM SCHOOL**



A Guide for parent and carers

**Special educational needs and
disabilities**



Additional and/or different support for special educational needs in mainstream schools

A proportion of the school's budget is used to support pupils with special educational needs (SEN).

Schools also receive additional money from the local authority (LA) to cover additional and/or different support for pupil's special educational needs and disabilities including pupils with a Statement of Special Educational Needs. It is the school's responsibility to arrange the support that the pupil needs.

The school may use these funds to provide:

- Special equipment
- Special teaching materials (programs of work specifically devised in order to meet your child's needs)
- Staff training (specific to your child's difficulties)
- Additional staff - this may be a mealtime assistant, a learning support assistant (LSA), or in exceptional circumstances maybe additional teacher time.

Having additional and/or different help should lead to progress. Schools have responsibility for planning additional and/or different support, and should make best use of the resources available to them in order to meet your child's needs.



Other resources

The local authority (LA) also supports schools in their work with children with SEN through centrally employed staff who can provide advice, support and training (i.e. Portage, Sensory Support Services, Behaviour Support and Learning Support Service, Educational Psychology Service, Children's Disability Team, and Social Care).

The health authority also supports schools in their work with children with SEN through centrally employed staff who can provide advice, support and training (i.e. Healthy Young Minds Stockport- prev. CAMHS, speech and language therapists, occupational therapists, physiotherapists and school nurses).

Your child's SEN Support Plan should identify what additional and/or different support your child is receiving in school.

SEN Support plans are often made for children who have special educational needs and should be reviewed at least three times during the school year. You should always be kept informed about your child's SEN support and should be consulted every time your child's SEN Support Plan is reviewed.

If you need to know more about the additional and/or different support your child is receiving at School you should arrange to meet with your schools special educational needs co-ordinator (SENCO).



Learning to get on with a range of adults in school is an important experience for all children. When children spend a large portion of the day with one adult, a very close and intense relationship can develop. This can lead to a deskilling of other staff who are denied the opportunity to work with these pupils also.



Sharing support with other children

Working in a pair or small group with an adult is often more effective than 1:1 support.

Students supporting each other- Students supporting each other through friendship and/or peer mentoring schemes are also an important component of quality education and preparation for life outside school.

What are the aims of this additional and/or different support?

- To ensure your child can attend a mainstream school and be fully included with the other children
- To give your child the same opportunities to learn as all other children
- To ensure that your child takes part in every one of the subjects taught in school
- To help your child learn and progress
- To help your child learn more independently
- To work towards a time when your child has made enough progress so that the support may be reduced or not needed. This would be discussed with you at review.



Help your child indirectly

- Helping your child to be part of the class
- Preparing materials and/or equipment
- Adapting materials for your child (i.e. simplifying a worksheet)
- Keeping records
- Observing your child in class
- Helping other children relate to your child
- Working with other children while the teacher works with your child

Work directly with your child

- Helping to implement your child's SEN Support Plan
- Checking that your child has understood an activity or lesson
- Showing your child how to do something your child finds difficult
- Ensuring that your child takes part in a class activity (i.e. PE or listening to a story)
- Helping your child if there are physical difficulties (i.e. mobility, toileting, dressing, getting around the school)
- Working with your child in a small group, involving one or more other child



Individual Support

Extra help should be clearly focused rather than simply used to coax children through lessons, which are not sufficiently differentiated to match their ability. Individual help where needed, should aim to promote pupil's feelings of success and achievement; help them to take increasing responsibility for their own learning and choices; work towards maximum pupil independence.

Full-time 1:1 support

Full-time 1:1 support is not necessary to meet the majority of children's special educational needs. However, in rare cases it may be necessary to meet an individual child's needs if they are extremely severe or complex.

Disadvantages to full-time 1:1 support

- Children can become isolated or made to seem different
- It can create a social barrier so that a child with individual support has very little involvement with the other children.
- A child can become too dependent on having someone there to help; sometimes this leads to learned helplessness when a child always relies on help
- It can prevent a child from having direct contact with the class teacher and other children. All children need to learn to relate to lots of different people
- It is not helpful for either pupils or parents to be so exclusively involved with the LSA that they are unaware of the broader responsibilities of the teacher

