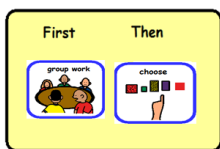


Name has been changed to protect privacy

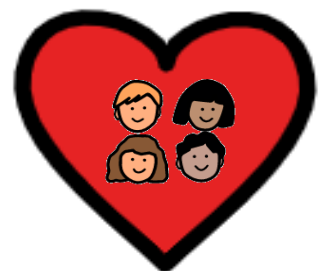
Background Information.

- Amira was referred into the service by the Local Authority Inclusion Panel but this would now be dealt with by a **referral** to **SEN ASAP** (SEN Advice and Support Allocation Panel).
- ASAP is a **school support service** - school make the referral (with parental permission) and outline how the child /young person is at school and the help they would like.
- **SEN ASAP** meet every two weeks and discuss / **allocate referrals to specialist teachers**.
- The **child /young person** and **parent** are **consulted** as part of the referral.
- If allocated Specialist Teachers will **visit** the **school**.
- They give **advice and support to school** to help the child /young person. They may write a report which parents will receive a copy of.
- A **SEN Support Worker** (SSW) may be allocated to work with the school staff to further develop their skills in meeting the needs of the child /young person.



Support

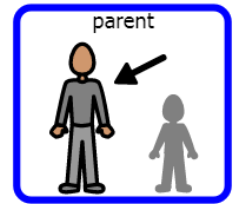
- Regular **visits to school** during reception, year 1 and year 2. Visits have not been as necessary during year 3—keep in touch via email and attending review meetings.
- Specialist staff have **worked in partnership** with school staff to help Amira to:
 - learn **key life skills**
 - learn to **work independently**
 - develop her **communication**
 - communicate and **interact with classmates**
 - support Amira in managing her **sensory differences** in school





Parent's view of the support

- **School support assistant** has been **amazing** and has made a **massive difference**.
- **Home and school working together** is important. Attending **joint training** has helped.
- Having **positive relationships** with teachers has helped.
- Support from the **Local Authority specialist staff** has **helped raise expectations** of what Amira is capable of.
- The **enthusiasm** of Local Authority specialist staff has had a positive **impact** on the school.
- **Attendance at meetings** to **jointly plan next steps** has been **helpful**. Having a **team of people** all thinking about Amira (school staff, specialist teacher, speech and language therapist) has **helped**.
- Amira has made **excellent progress** from **reception to year 3**.



School's view of the support

- In reception class Amira had little communication and moved around the classroom, flitting between activities.
- The advice and support helped them to **prepare activities** at the **right level of development** for Amira.
- Showing staff how to do activities helped them learn new skills which helped Amira to learn and achieve:
 - activities which helped Amira to **learn in a structured way**
 - follow a **visual timetable**
 - take part in **movement breaks**
 - use Amira's **interests** which helped to motivate Amira around learning
 - **sensory activities** which helped to develop communication
 - strategies to help Amira to **sit for group activities** and learn to take part in the **routines of school**
- This gave **staff** the **confidence** to help Amira learn.
- Working together, specialist teacher is an **important part of care and education** has been involved over a period of 3 years and has built up **trust** with parent..
- **Empowered parent**.