



Additional learning support available for children with SEND

SEND support in school

There are four elements to supporting children identified as having a SEND in school and follow a cyclical process:

Assess:

This area includes regular assessments that track a child's progress and demonstrate the success of any interventions. High expectations are set for all of the children who attend our school. Targets can be set/discussed at termly pupil progress meetings with the class teacher, which are based on the child's individual needs, recent progress and prior attainment. The targets will be reviewed within the timescale agreed and where a child is making insufficient progress, appropriate support is put in place. A variety of assessments are used to form the judgements regarding attainment and progress.

Plan:

The planning stage involves meeting with parents/carers, the child, the Inclusion Leader and the teacher to plan what support is most appropriate for the child at that time. This is detailed on the school's provision map and opportunities are planned throughout the school week for the child to work on their individualised targets, which are then detailed in the child's Individual Provision Map.

Do:

This is the delivery of high quality teaching and interventions. Throughout our school you will find excellent teaching, this ensures that all children access their Quality First Teaching entitlement. We currently make adjustments to provide for individual needs including Communication and Autism friendly environments, specific to individual's needs. Each class teacher differentiates the curriculum and makes reasonable adjustments to ensure that it meets the needs of every child within the class. Where specialist support is needed, the curriculum is further differentiated to provide for this, including small group and personalised provision where appropriate. This support is allocated in terms of the level of need, those with the highest level having the greatest levels of support. Where possible, additional teaching assistants are in post to provide higher levels of support lower down the school for early intervention – enabling more children to progress further and therefore lessening the need for increased levels of support as they grow older. Governors and Senior Leaders have also made the decision to keep class sizes small in Foundation Stage (23 maximum) enabling additional support for our youngest children.

Review:

The impact of the support given is constantly monitored and evaluated, along with parents/carers and the child. From this information, next steps can be planned. As part of this process, the school will meet with parents at least three times a year. This may be with the class teacher or the Inclusion Leader. The child's targets do not have to coincide with the school terms and can be as short or long as deemed necessary, which is highlighted on the child's Individual Provision Map as this is a working document.

Interventions:

The range of interventions provided by school depends upon the needs of the children and school feel a child's individual needs are best identified by the people that know the child best – the parent/carer and school staff working with the child. Therefore, as much as possible interventions are bespoke for the child/children's individual needs. As well as this however, school also use some other prescribed interventions for full use or for ideas. .

The interventions currently used on some level are:

- Speech and language therapy
- Letters and sounds intervention
- Phonological Awareness Training

- Access to support from the school's Behaviour Support Learning Mentor
- Big Maths in addition to class in Maths – additional sessions as required by individual children
- Beat Dyslexia to support the children
- Jump Ahead for physical coordination
- Socially Speaking and 101 to teach children social skills to support children diagnosed with Autistic Spectrum Disorder and those who find communicating and interacting difficult
- Time to Talk to support younger children with social interaction
- Nurture Group to support behaviour (inc. Parent Support Advisor support and access to alternative provision at unstructured times (e.g. playtime and dinner time)
- Thrive 1:1 and small group sessions to support emotional needs
- TA support available for each class
- Personalised support for children with a high level of need.

Physical disabilities:

Our school is built on a single level which means that it is accessible internally to children with physical needs. We have disabled toilet facilities available in the reception area and on the main corridor.

Transfer between schools

Where a child transfers to our school from a different setting, including nurseries and planned moves from other schools, the Inclusion Leader works closely with the setting to ensure that the transition is as smooth as possible, with support in place ready for when the child arrives. The same applies when a child leaves us to go to another school or on to secondary school. The transition can include meetings with staff and parents, additional visits for the child to the setting, meeting with other professionals or whatever is necessary in each individual circumstance to support the child, and their family, in making the move.