

Our Provision for pupils with SEND

Communication and Interaction:

1.Speech,language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teachers and teaching assistants will observe and monitor the children closely and note early language development to ensure early identification. • Class teacher will discuss concern with Special Educational Needs Co-ordinator (SENCO) and a referral will be made to Speech and Language Therapy. • The speech and language therapist will assess the child at either at clinic or at school and will devise an individual programme. • The class teacher and teaching assistant will undertake the programme devised by the Speech and Language therapist. • The speech and language programme will be targeted on the IEP and this will be monitored termly. • Progress will be reviewed with Speech and Language therapy guidance. 	<ul style="list-style-type: none"> • Differentiated curriculum, with needs identified. • Advice from external agencies is followed. <p>Receptive Language</p> <ul style="list-style-type: none"> • Make sure that instructions are simple and clear. • Use of visual symbols and timetables. • Support by teaching assistant to make sure that instructions have been understood. <p>Articulation of speech sounds</p> <ul style="list-style-type: none"> • Children have daily Letters and Sounds sessions to encourage correct articulation. • Children will have additional sessions with teaching assistant to focus on speech sounds. 	<ul style="list-style-type: none"> • The speech therapist will visit every term to review and assess the progress of the child and make any adaptations to the programme. • A teaching assistant will meet with the speech therapist and be advised on how to carry out the suggested speech programme and use the resources provided. • Parents will meet regularly with class teacher and SENCO to discuss progress and future advice. • Home/School book will be used including photographs to inform parents of what their child has been doing in school. • All members of staff will read advice about ways to support children with specific communication difficulties. • Key member of staff who has undertaken the ELKLAN – Supporting

	<ul style="list-style-type: none"> • Staff will speak clearly and provide a good model. • Staff will listen carefully to the children and give the children time to talk <p>Expressive language</p> <ul style="list-style-type: none"> • Children will be given time to talk. • Children will be given support by specially trained teaching assistant. <p>Selective Mutism</p> <ul style="list-style-type: none"> • The children will be made to feel secure in the setting. • Teachers and teaching assistants will work with the children to establish areas within the setting where they feel able to talk. • Teachers and teaching assistants will work with the children to establish individuals with which they may feel comfortable talking to. 	<p>children with unclear speech training will liaise with the Speech and Language Therapist and support other members of staff.</p>
--	--	---

2. Autistic Spectrum Disorder/Condition		
How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teachers and teaching assistants will observe and monitor the children closely and note early behaviour to ensure early identification. • If a child continues to be a concern the Special Educational Needs Co-ordinator (SENCO) will observe in various situations and note any patterns of behaviour. • The SENCO and the class teacher will meet with the parents to discuss their child's behaviours at home and school in order to get a detailed picture of the child. • An individual plan will be drawn up by school in consultation with parents. • This plan would be reviewed each half term and the child would be referred to specialist support agencies dependent on need. 	<ul style="list-style-type: none"> • Provide a learning environment that is well structured and organised. • Reduce sensory stimulation – be aware that loud noises or bright lighting may affect children. • Use visual timetables for classroom routines. • Home/school book provided to ensure good communication between home and school. • Prepare children for changes in routine in advance where ever possible. • Identify interests and use this as contexts for learning and engaging. • Use social stories to explore issues and situations that are causing any anxiety. 	<ul style="list-style-type: none"> • Refer to a specialist outside agency like Woodlands for advice. • Set up an Early Help Assessment Form (EHAF) with parents/carers and refer to Children and Adult Mental Health Service (CAMHS) for a possible diagnosis • Regular feedback to parents/carers with suggestions of how to support their child at home; developing consistent strategies at home and in school • Refer parents/carers to Autism West Midlands and local support groups • The child may be referred for an – Education, Health and Care Plan (EHCP) in order to support their long term needs.

<ul style="list-style-type: none"> • This plan would be reviewed each half term and the child would be referred to specialist support agencies dependent on need. • A Connor’s questionnaire will be completed with parents and this will initiate a referral to Children and Adult Mental Health Service (CAMHS) if appropriate and possibly a formal diagnosis. • The specialist advice and support will be acted on, written into the Individual Education Plans and reviewed each term. 	<ul style="list-style-type: none"> • Provide a space or activity for time out during anxious times. • Provide clear literal instructions for activities and events. • Allocate a teaching assistant to the child to help them make sense of situation. 	
<p>Cognition and Learning</p> <p>1.General/Moderate Learning Difficulties</p>		
<p>How we identify needs, assess and review progress</p>	<p>How we adapt teaching to ensure access to the curriculum</p>	<p>How we provide support and intervention for those with identified needs</p>
<ul style="list-style-type: none"> • The class teachers and teaching assistants will observe and monitor the children closely and note early development to ensure early identification. • The class teacher and teaching assistants keep careful track of the child and record any observations. 	<ul style="list-style-type: none"> • Children are given opportunities to work in small groups supported by an additional adult 	<ul style="list-style-type: none"> • Letters and Sounds programme • Additional intervention phonics • Daily reading

<ul style="list-style-type: none"> • The children will continue to be monitored carefully as they move through the school. • If the child continues to be of concern the Special Educational Needs Co-ordinator (SENCO) will observe and either suggest intervention strategies or refer to an external agency. • These children will have an individual plan written for them to follow. Parents/carers will be fully informed and involved with this plan. • This Individual plan is reviewed each term by the SENCO and Class teacher. 	<ul style="list-style-type: none"> • Work is carefully differentiated and children work in ability groupings within mixed aged classes • Multi-sensory learning that is active and motivating • Range of structured support materials eg alphabet cards, number lines, word banks etc. • Classroom displays to support learning. 	<ul style="list-style-type: none"> • Reinforcement of mathematical concepts • Spelling programmes:- Hand for Spelling, SNIP
2. Specific learning Difficulties e.g. Dyslexia, Dyscalculia		
How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Identification by class teacher picking up signs of possible dyslexic spectrum difficulty through pupil tracking and monitoring of progress. 	<ul style="list-style-type: none"> • Follow advice from outside agencies. • Adapt tasks to suit children’s different learning styles. 	<ul style="list-style-type: none"> • Toe by Toe • Precision teaching • Daily reading

<ul style="list-style-type: none"> • Special Educational Needs Co-ordinator (SENCO) will observe and suggest intervention strategies and consider referral to an outside agency for advice. • An Individual Education Plan will be written and shared with parents/carers and reviewed each term. • Progress will be monitored and the need for formal diagnosis will be assessed. 	<ul style="list-style-type: none"> • Work in small groups or individually with support from the teacher or teaching assistant. • Pre-learning sessions with an adult. • Use of beige and blue on white boards. • Calm, structured orderly environment with use of visual timetables. • Multi-sensory activities • Simple clear instructions given. • Give extra time to complete tasks • Give tasks in small steps • ICT support programmes • Coloured overlays and suitable fonts used to suit individual children. 	<ul style="list-style-type: none"> • Wave 3/Springboard maths intervention programmes • Memory activities • Use of a Kindle for reading (can change font type and size) • Alphabet ARC activities
---	--	---

Social, Mental and Emotional Health		
How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep a careful track of the child and record any observations. • The Special Educational Needs Co-ordinator (SENCO) will observe and suggest intervention strategies or referral will be made through an Early Help Assessment Form. This form is filled out with parents with the purpose of identifying the needs of the child and his or her family. • If appropriate a referral may be made to Child and Adolescent Mental Health Service (CAMHS). • This may lead to a referral for counselling support through ENHANCE. • Parents/carers can also request an assessment by visiting their GP. 	<ul style="list-style-type: none"> • Provide support to the individual child – allocate a designated adult to work with the child. • Ethos of care, concern and nurture. • SEAL curriculum. • Whole school behaviour policy. • Consistent routines and boundaries of expectations of behaviour. • Resources to support children e.g. memory box in case of bereavement. 	<ul style="list-style-type: none"> • Reach for the Top- Targeting Mental Health Support programme • Time to talk • Time out spaces • Anger management • One to one or small group nurture • Additional support at playtime and on off site visits

Sensory and /or Physical

1.Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teachers and teaching assistants will keep a careful track of the child and record any observations. • If concern is raised about a hearing difficulty referral will be made by the Special Educational Needs Co-ordinator (SENCO) to an external agency such as the Sensory Inclusion Service. • Parents/carers can also request an assessment by visiting their GP. 	<ul style="list-style-type: none"> • Ensure there is no excessive unnecessary noise in the environment. • Pre-tutoring sessions with an adult. • Provide a quiet place where small group/individual work can take place. • Wear FM System if required. • Always face child when speaking. • Speak clearly and repeat instructions to child after class introduction • Be aware that child may miss comments made by others in class discussions 	<ul style="list-style-type: none"> • Liaise with the Sensory Inclusion Team and link up with assigned teacher of the deaf who will visit school on a regular basis to monitor progress and check on hearing aids. • Relevant members of staff attend annual training sessions by Sensory Inclusion Service. • Train an allocated teaching assistant to maintain hearing aids and FM systems and ensure that they are working effectively each day. • Do sound check of classrooms to try to minimise background noise – curtains and carpets • One to one support on visit out of school

		<ul style="list-style-type: none"> Awareness of additional vigilance with health and safety issues such as noise level of fire alarm.
2. Visually Impaired		
<p>How we identify needs, assess and review progress</p> <ul style="list-style-type: none"> The class teachers and teaching assistants will keep a careful track of the child and record any observations. Parents/carers will be contacted if we feel there is a problem and ask them to take their child for an eye test to the Optician. If concerns continue about a visual difficulty referral will be made by the Special Educational Needs Co-ordinator (SENCO) to an external agency such as the Sensory Inclusion Service. Reception age children will have a sight test in school and if concern is raised will be referred to an optician. During regular tracking of the child's progress by the class teacher and SENCO a referral to a Learning Support Advisory Teacher may be appropriate. 	<p>How we adapt teaching to ensure access to the curriculum</p> <ul style="list-style-type: none"> Ensure that children who wear glasses are clear about when they are to be used and learn to take care of them. If Pupils have significant visual impairment the class will need to be arranged carefully with very clear labels and well thought out storage. Pupils will sit near the front of class. They will need large print books and may need coloured overlays to assist reading Use of ICT to adapt resources. 	<p>How we provide support and intervention for those with identified needs</p> <ul style="list-style-type: none"> Work with parents to understand the level of visual impairment and the difficulties they are encountering Liaise with the Sensory Inclusion Team Train an allocated teaching assistant for children with significant visual impairment to support them and adapt resources accordingly Do a specialist health and safety check of the school grounds such as painting white edges on all steps.

3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teachers and teaching assistants will keep a careful track of the child and record any observations. • If a concern is raised through regular tracking of the child's progress, observations will be undertaken by the Special Educational Needs Co-ordinator (SENCO) of the physical development focussing on mark making and gross and fine motor control. • Additional experiences will be planned to encourage development, but if there is concern the SENCO will suggest additional intervention strategies or refer to an Occupational Therapist for additional advice. • A referral will be made with the parent/carer consent and an assessment will take place. A support programme will then be put in place with exercises to do at home and at school. 	<ul style="list-style-type: none"> • Provide suitable equipment for children on advice of outside agencies e.g. writing slopes, pencil grips, stress balls, wobble cushions. • Ensure that furniture is the correct size and height. • Ensure that the staff and children keep the classroom free of clutter, pushing chairs in etc to avoid trip hazards. • Forest school sessions for all children - encouraging skills such as climbing and balancing. • Access to horse riding sessions at North Farm. 	<ul style="list-style-type: none"> • Work with parents to understand the level of physical impairment and the difficulties they are encountering • Daily Cool Kids Sessions. • Referral to Occupational Therapy. • Liaise with the Sensory Inclusion Team. • Teaching assistant to work with individuals/small groups. • Use specialist equipment in classrooms

- On occasions a block of physical therapy will be offered to a child for 6 weeks.
- SENCO will liaise with school nurse or health visitor.
- SENCO will liaise with paediatrician.

How we involve parents and carers in the assessment and review process

- Our school has an open door policy and parents/carers are encouraged to talk with their child's class teachers on a regular basis. The Special Educational Needs Co-ordinator (SENCO) is always willing to meet with parents/carers to offer further guidance and support.
- Parents/carers are fully involved with the assessment and review process and good communication with home and school is vital to the quality of the support given to a child.
- When a need has been identified the school will meet with parents/carers to discuss an Individual Education Plan for their child; which describes the support that is being put in place to help the child to make progress.
- This plan will be reviewed every term and further steps put in place. This review will be shared with the parents/carers and a copy of the new plan will be sent home.
- If additional assessment is thought necessary the SENCO and class teacher will meet with the parents/carers to discuss referral to an outside agency. The appropriate forms will be completed and signed by parents/carers to gain appropriate permission.

- Parents/carers will be able to meet with the specialist who comes to do the assessment so that they may ask any questions and receive feedback about their child. They will also be given a written report.
- These reports will give additional advice and suggest strategies for further support that can then be written into Individual Education Plans.
- If the child has a Statement of Educational Need or an Education, Health and Care Plan an Annual Review will take place each year. All the professionals who are working with the child and the child's parents/carers will meet to review the progress that the child has made and to set appropriate targets for the next year.

How we involve our pupils with Special Educational Needs in the assessment and review process

- Each child has a One Page Profile, which they complete with the Special Educational Needs Co-ordinator (SENCO). This includes information about ways of learning that they feel suit them best.
- Children are encouraged to take an active role in the writing of targets for their Individual Education Plans.
- Children work together with their class teachers, the SENCO and teaching assistants to put together to set these targets.
- They work together to review the targets on this plan and make new ones.
- Children with a statement are also involved with their annual review; attending the meetings when they are older.

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process

- Pupil progress and tracking data provides some of the evidence of the effectiveness of SEN provision in our schools.
- The Special Educational Needs Co-ordinator (SENCO) monitors and reviews the Individual Education Plans to ensure that targets are realistic, achievable and relevant. Children are involved in the review of these plans and this information is reported back to parents/carers.
- Lessons are monitored by the Head Teacher and SENCO.
- SENCO monitors the effectiveness of intervention programmes.
- Local authority SEN monitoring.
- SEN Governor monitoring. The SENCO meets with the SEN Governors each term and feeds back to the Governing body.
- Meetings with SENCO and Parents/carers consultation group.

How we ensure access to facilities for all our pupils

Please see:

- Equality Policy
- Access Plan

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

- A range of after school clubs including: football, netball, Rotary Award. An additional adult will attend these clubs, to provide additional support if necessary, to enable any child to attend.
- Off site visits for curriculum enhancement – additional adults will accompany the children if necessary and note taken of any additional needs when planning visits in risk assessments.
- KS2 Residential visits in Year 5 and 6 to London and Outdoor Pursuit Centre. An additional adult will attend these visits, to provide additional support if necessary, to enable any child to attend.
- Horse riding sessions at North Farm.
- Guitar lessons.

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

- Teachers and support staff are well trained and have a range of valuable experiences in teaching children with Special Educational Needs.
- Child protection training.
- EpiPen training – all members of staff.
- First aid (key members of staff additional medical training e.g. asthma, epilepsy).
- IDP materials with all staff.
- ELKLAN – Supporting children with unclear speech training.
- “Speed Up” – a kinaesthetic programme to develop fluent handwriting in Key Stage 2.

- Cool Kids training.
- Wave 3 intervention training.
- Key members of staff work closely with multi agencies on specialised programmes for individual children and receive training.
- Targeting Mental Health Support training.
- Advice from Sensory Inclusion Services.
- Advice from Speech and Language Therapist.
- Letters and Sounds training for all staff.
- Training for the support of hearing impaired children and support for hearing aid equipment.
- Autistic Spectrum training.

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

We refer the children to the following agencies that work with our Federation

- Learning Support Advisory Teacher
- Speech and Language Therapy Services
- Occupational Therapy Services
- Educational Psychologist
- Education Welfare Officer
- Sensory Inclusion

- Severndale Outreach
- Children and Adult Mental Health Service (CAMHS)
- ENHANCE

We work closely with these agencies and are able to act on their advice and source specialist equipment from them if necessary.

How we support the emotional and social development of our pupils with Special Educational Needs

- Personal, Social, Health Education programme delivered to all children.
- We have an inclusive school ethos that values each individual child and celebrates all kinds of achievements.
- Whole school ethos of care and concern for all our children.
- Support pupils in lessons and at playtimes and lunch times if necessary with support staff.
- Key members of staff have attended specialist courses run by mental health team (TaMHS)
- Liaison with school nurse for support and advice for children and families.
- Early Help intervention to identify support and access outside agencies.
- Nurture groups and one to one nurture times set up within school.

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs

Please contact the schools if you wish to talk to or make an appointment with:

- Mrs Ceri Little Head Teacher Tel: 01584 890384
- Miss Sian Pugh SENCO Tel: 01584 890384