



Inspiring Today's Child for Tomorrow

Special Educational Needs & Disability (SEN/D): School Local Offer



The Inclusion Co-ordinator
Ashfield Junior School
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Ashfield Junior School is an inclusive school and may offer the following range of provision to support children with SEN/D:

Intervention
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • Small group work programme to learn practical skills, carried out weekly with learning mentor. • 1:1 support to develop social skills • In-school counselling, from Hertfordshire School Counselling Service.
<p>Access to a supportive environment – IT facilities/equipment/resources</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary • Learning prompts and reminders for children e.g. writing checklists • Specialist equipment to access the Curriculum e.g. writing slopes, pencil grips, wobble cushions, coloured overlays etc. • Access to computer/laptops/iPads, as needed, to support Curriculum. • Touch typing intervention programme to develop touch typing skills for some children.
<p>Provision to facilitate/support access to the Curriculum</p> <ul style="list-style-type: none"> • Small group support in class from teacher/TA. • 1:1 support in class/outside the classroom (as necessary) to support children’s learning. • Use of modified resources to support the teaching of a differentiated Curriculum. • Specialist equipment including; wobble cushions, writing slopes, specialist seating etc. • Implementation of advice from external agencies. • Use of personalised curriculum, where necessary.
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Delivery of planned Speech & Language programme from a teaching assistant trained in speech and language strategies. • In-class support from teaching staff using recommended speech and language strategies. • Pre-teaching of subject specific vocabulary. • Use of word webs and mind maps to support children with word finding difficulties. • Increased use of visual prompts for learning.
<p>Mentoring activities</p> <ul style="list-style-type: none"> • Use of learning partners/peer mentoring. • Use of Play Leaders at lunchtimes. • Transition ‘buddy system’ for new Y3 children transferring to the school. • Buddy system and family groups to develop relationships across year groups.
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> • Interventions from a Physiotherapist / Occupational Therapist either in school or in clinic. • Delivery of planned interventions from Physiotherapist / Occupational Therapist by trained teaching assistant. • Small group interventions including; ‘Rainbow Road’ to develop fine motor control and visual perceptual skills.

**Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)**

- Meet and greet by pastoral mentor at the beginning of the school day.
- Buddy system and family groups to develop relationships across year groups.
- Drawing & Talking therapy (1:1) delivered from trained members of school staff.
- Home/School contact books, as needed.
- Referral to external agencies such as CaMHS.
- 1:1 specific pastoral programme delivered by Pastoral Support HLTA, trained in Protective Behaviours.
- Regular parental communication
- In-school counselling, from Hertfordshire School Counselling Service.
- Referral to Family Support Worker.

Strategies to support/develop literacy (including reading)

- Small group intervention to deliver programmes such as Writing Away Together & WordBlaze.
- 1:1 with qualified SpLD teacher to deliver planned, personalised intervention programme.
- 1:1 with trained Reading Recovery teacher.
- Small group support for Spelling & phonics revision (where needed).
- Delivery of SpLD interventions planned by the SpLD Base and delivered by a trained Teaching Assistant.
- Personalised Curriculum, in some cases, to enable children to access the Curriculum.

Strategies to support/modify behaviour

- Use of the School's behaviour policy.
- Negotiated classroom rules which directly link to reward system.
- Behaviour charts.
- Planned, individualised programme of support from Pastoral Support HLTA.
- Social skills Group led by Pastoral Support HLTA.
- Use of social concept stories.
- In class support and implementation of external advice from Educational Support Centre (Chessbrook).
- Close communication with parents/carers.

Strategies to support/develop numeracy

- Small group support in class through guided teaching.
- 1:1 interventions to target specific areas of numeracy.
- Use of Sandwell assessments to highlight areas of difficulty and interventions designed to target these areas.
- Small groups of children working on developing their mental maths skills.
- Use of Plus 1 and Power of 2 on a 1:1 basis to develop key number skills.
- Use of specialist maths IT programmes including 'My Maths' and 'RM Easimaths.'

Strategies/support to develop independent learning

- Use of visual timetables and checklists.
- Pre-teaching vocabulary and key learning concepts.
- Use of laptops/iPads to support specific areas of learning.
- Differentiated Curriculum including modification of resources and alternative methods for recording.
- Use of timers to help focus children.
- Personalised word mats to support independent writing activities across the Curriculum.
- Individualised success criteria.
- Implementation of de Bono's 'Six Thinking Hats' to support learning across the Curriculum.



<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none">• Team of trained MSAs in how to facilitate and develop playground games.• 1:1 support on the playground, as necessary, to support inclusion.• Use of social stories/social skills group to support playground social interactions.• Support with personal care from a TA/MSA.• Access to Homework Club at lunchtimes.
<p>Planning and assessment</p> <ul style="list-style-type: none">• Termly Pupil Progress Meetings to analyse pupil assessment and to plan next steps for individuals/groups of children.• Whole Class Provision Maps detailing additional provision for children.• Personal Provision Maps (PPMs), for some children.• Access Arrangements for SATs.• Regular review of progress with children and parents/carers.• Use of screening assessments including; Neale Reading Analysis, Parkside SpLD Base Literacy Assessment, Sandwell Maths Screener, Working Memory Assessment etc. to inform planning for interventions.
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none">• Bi-annual Parents' Consultations for all pupils.• Regular progress meetings with parents/carers for those children with SEN/D.• Liaison with a wide range of professionals including Educational Psychologists, SaLT, Advisory Teachers, SpLD Base Teacher, Occupational Therapist/Physiotherapist etc.• Explanation of professional reports to parents/carers.• Parents signposted to various support available e.g. parenting courses, support groups, Parent Partnership etc.• Liaison with parents/carers through any referral processes.• Team Around the Family (TAF) meetings to support implementation of Common Assessment Framework (CAF).
<p>Access to Medical Interventions</p> <ul style="list-style-type: none">• School policy for the administration of medicines.• Individual protocols for children with significant medical needs and allergies.• Liaison/training from relevant, external medical professionals.• Training and advice from School Nurse.• 1:1 support, where necessary, from trained members of staff in life-saving interventions such as use of Epipen, diabetes intervention etc.

For children with complex SEN/D, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding (ENF).