

Abbots Langley Primary School

Special Educational Needs and Disability (SEND)

Abbots Langley School is an inclusive school and may offer the following range of provision to support children with SEND. We have a Special Needs Co-ordinator (SENCo) – Mrs. Vicky Carrack.

Intervention
<i>Quality First Teaching</i>
<p>i) Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • Access to laptop / IPad. • Specialist equipment to access curriculum. • Pre teaching of strategies. • Prompt and reminder cards for organisational purposes. • Access to voice recording equipment (e.g. Dictaphone) for verbal rehearsal to support written work. • Use of IT programs to support learning (e.g. Word shark, Number shark).
<p>ii) Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • In-class small group support from Teaching Assistant (TA). • One-to-one support in-class from the TA to facilitate access through support or modified resources. • Specialist equipment such as furniture adaptations (e.g. support cushions, desk-top writing support device). • Use of a personalised curriculum.
<p>iii) Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables, checklists, “5, 4, 3, 2, 1” and Now/Next boards, timers, personalised word mats, scaffolded writing tasks. • Pre-teaching of vocabulary and content. • Access to personal ICT/ adapted ICT equipment. • ‘Chunking’ of activities. • Adapted curriculum/modified resources/alternative methods of recording. • Peer support.
<p>iv) Planning and assessment</p> <ul style="list-style-type: none"> • Personalised targets • Individual targets (Stepping Stones in KS1 and Steps to Success in KS2) and a termly review with the child and parents following ‘Assess, Plan, Do, Review’. • Education, Health and Care Plans (EHCP and Annual Review Meetings). • Use of P-levels from the end of Year 1. • Use of IAELD (Individual Assessment of Early Learning and Development) in the Early Years.
<p>v) Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Liaison with wide range of external professionals e.g. Educational Psychologist, Speech and Language Therapist, Specialist teachers. • Regular progress meetings with parents. • Team Around the Family meetings (TAF) to support implementation of Families First. • Explanation of professional reports and related school provision discussed with parents.

Every child’s programme of support will be planned, reviewed and implemented in a personalised way. If you want more information please make an appointment to meet with the SENCo.

Pastoral Care

i) Support/supervision at unstructured times of the day including personal care

- We have a full-time Learning Mentor, Tracy Livingstone, who supports children with emotional, social and behavioural needs.
- Our Family Support Worker, Dionne Whiting, supports children in the day and works with a family outside of school.
- The Learning Mentor provides targeted support at break and lunchtimes.
- Social stories are used to support personal care/playtime social interactions.
- Support with personal care from the TA.
- Named teaching assistant at playtime, Middy Supervisory Assistant (MSA) at lunchtime.

ii) Mentoring activities

- Use of talk partners.
- Use of peer mentoring e.g. for shared writing activities.
- Planned programme from the class teacher.
- Buddying across year groups.

iii) Strategies to reduce anxiety/promote emotional wellbeing (and communication with parents)

- Meet and greet at start of day.
- In-class TA support in Key Stage 1, and Year group TA in Key Stage 2, to build up trust with one member of staff.
- In-school support from Learning Mentor / Family Support Worker.
- Referral to CAMHS (Child and Adolescent Mental Health Services).
- Play therapy with trained counsellor.
- Involvement of a Family Support Worker in the home.

Core subject support

i) Strategies to support/develop literacy (phonics / reading / writing)

- Small group support in class through Guided Teaching.
- In Year 6 we split the two classes between 4 teachers for Literacy and Maths.
- Withdrawal in small group for catch up literacy programmes (e.g. Rapid Readers / Rapid Writers, Fresh Start, phonics) from experienced / specialist Teaching Assistant.
- Withdrawal for specialist one-to-one Specific Learning Difficulties (SpLD) teaching from trained TA following planned personalised intervention.
- External advice/assessment/programme development from SpLD Base specialist adviser.
- 1:1 tuition at the end of the school day from a qualified teacher.

ii) Strategies to support/develop numeracy

- Small group support in class through Guided Teaching.
- Withdrawal in small group for catch up maths activities (e.g. Wave 3, Springboard) with TA.
- Withdrawal for specialist one-to-one Specific Learning Difficulties (SpLD) teaching from trained TA following planned personalised intervention.
- External advice/assessment/programme development from SpLD Base specialist adviser.
- 1:1 tuition at the end of the school day from a qualified teacher.

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Specific Needs
<p>i) Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • A weekly session in a small group following the 'Time to Talk' programme. • A weekly session in a small group following the 'Socially Speaking' programme. • Small group turn-taking games with TA to support interactions. • One-to-one TA support to develop awareness of social skills. • Use of social stories. • Sharing of work with younger children
<p>ii) Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Interventions from a Speech and Language Therapist. • Delivery of a planned Speech and Language programme from an experienced teaching assistant. • In-class support from teaching staff for recommended Speech and Language strategies.
<p>iii) Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> • Interventions from an Occupational Therapist / Physiotherapist. • Delivery of planned interventions from Occupational Therapist/Physiotherapist by Teaching Assistant.
<p>iv) Strategies to support/modify behaviour</p> <ul style="list-style-type: none"> • Following the school's behaviour policy (available on school website). • Drawing up a Personal Support Programme (PSP) in consultation with parents. • Social skills groups. • External advice/in-class support/access to nurture group from Chessbrook Outreach Support • Involvement of the Learning Mentor / Family Support Worker.
<p>vi) Access to Medical Interventions</p> <ul style="list-style-type: none"> • Strategies for the use of personal medication. • Individual protocols for children with significant medical needs and allergies. • Provision of aids and resources to support learning. • Personalised healthcare plan. • Access to the school nurse. • 1:1 support for life saving interventions.

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

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