

## 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), Inclusion Co-ordinator (INCo) and a SEN faculty consisting of 3 class teachers.

<b>Intervention</b>
<b><i>Quality First Teaching</i></b>
<p><b>i) Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</b></p> <ul style="list-style-type: none"> <li>• Access to laptop / IPad.</li> <li>• Specialist equipment to access curriculum.</li> <li>• Pre teaching of strategies.</li> <li>• Prompt and reminder cards for organisational purposes.</li> <li>• Access to voice recording equipment (e.g. Dictaphone) for verbal rehearsal to support written work.</li> <li>• Use of IT programs to support learning (e.g. Word shark, Number shark).</li> </ul>
<p><b>ii) Provision to facilitate/support access to the curriculum</b></p> <ul style="list-style-type: none"> <li>• In-class small group support from Teaching Assistant (TA).</li> <li>• One-to-one support in-class from the TA to facilitate access through support or modified resources.</li> <li>• Specialist equipment such as furniture adaptations (e.g. support cushions, desk-top writing support device).</li> <li>• Use of a personalised curriculum.</li> </ul>
<p><b>iii) Strategies/support to develop independent learning</b></p> <ul style="list-style-type: none"> <li>• Use of visual timetables, checklists, “5, 4, 3, 2, 1” and Now/Next boards, timers, personalised word mats, scaffolded writing tasks.</li> <li>• Pre-teaching of vocabulary and content.</li> <li>• Access to personal ICT/ adapted ICT equipment.</li> <li>• ‘Chunking’ of activities.</li> <li>• Adapted curriculum/modified resources/alternative methods of recording.</li> <li>• Peer support.</li> </ul>
<p><b>iv) Planning and assessment</b></p> <ul style="list-style-type: none"> <li>• Personalised targets</li> <li>• Individual Education Plan (IEP) and termly review of IEP targets with child and parents.</li> <li>• Statement of Special Educational Needs (soon to be Education, Health and Care Plans from September 2014) and Annual Review Meetings.</li> <li>• Use of P-levels from end of Year 1.</li> <li>• Use of IAELD (Individual Assessment of Early Learning and Development) in Early Years.</li> </ul>
<p><b>v) Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</b></p> <ul style="list-style-type: none"> <li>• Liaison with wide range of external professionals e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist.</li> <li>• Regular progress meetings with parents.</li> <li>• Team Around the Family meetings (TAF) to support implementation of Common Assessment Framework (CAF)</li> <li>• Explanation of professional reports and related school provision plan to parents.</li> </ul>

*Each individual case will be looked at on an individual basis. 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 who supports children with emotional, social and behavioural needs.
- The Learning Mentor provides targeted support at break and lunchtimes.
- The Learning Mentor can provide link support work (non-directive play therapy) 1:1.
- Social stories are used to support personal care/playtime social interactions.
- Support with personal care from the TA.
- Named teaching assistant at playtime.
- Nurture group run by Learning Mentor.

#### **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.
- Referral to CAMHS (Child and Adolescent Mental Health Services).
- Play therapy with trained counsellor.
- Involvement of a Family Support Worker.

### **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, Hi 5!, Fresh Start, phonics) from experienced / specialist Teaching Assistant.
- Withdrawal for small group work with qualified teacher (SEN Faculty or SENCo).
- 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 small group work with qualified teacher (SEN Faculty or SENCo).
- 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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<b>Specific Needs</b>
<p><b>i) Social Skills programmes/support including strategies to enhance self-esteem</b></p> <ul style="list-style-type: none"> <li>• A weekly session in a small group following the 'Time to Talk' programme.</li> <li>• A weekly session in a small group following the 'Socially Speaking' programme.</li> <li>• Small group turn-taking games with TA to support interactions.</li> <li>• One-to-one TA support to develop awareness of social skills.</li> <li>• Use of social stories.</li> <li>• Sharing of work with younger children</li> </ul>
<p><b>ii) Strategies/programmes to support speech and language</b></p> <ul style="list-style-type: none"> <li>• Interventions from a Speech and Language Therapist.</li> <li>• Delivery of a planned Speech and Language programme from an experienced teaching assistant.</li> <li>• In-class support from teaching staff for recommended Speech and Language strategies.</li> </ul>
<p><b>iii) Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</b></p> <ul style="list-style-type: none"> <li>• Interventions from an Occupational Therapist / Physiotherapist.</li> <li>• Delivery of planned interventions from Occupational Therapist/Physiotherapist by Teaching Assistant.</li> </ul>
<p><b>iv) Strategies to support/modify behaviour</b></p> <ul style="list-style-type: none"> <li>• Following the school's behaviour policy (available on school website).</li> <li>• Drawing up a Personal Support Programme (PSP) in consultation with parents.</li> <li>• Social skills groups.</li> <li>• External advice/in-class support/access to nurture group from Chessbrook Outreach Support or Highwood Outreach.</li> <li>• Involvement of the Learning Mentor.</li> </ul>
<p><b>vi) Access to Medical Interventions</b></p> <ul style="list-style-type: none"> <li>• Strategies for the use of personal medication.</li> <li>• Individual protocols for children with significant medical needs and allergies.</li> <li>• Provision of aids and resources to support learning.</li> <li>• Access to the school nurse.</li> <li>• 1:1 support for life saving interventions.</li> </ul>

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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