

Abbots Langley Primary School - Special Educational Needs and Disability (SEND)

Abbots Langley School is an inclusive school and may offer the following provision to support children with SEND.

Quality First Teaching
<p>1) Planning and assessment</p> <ul style="list-style-type: none">• Individual targets (Stepping Stones) reviewed termly following a cycle of 'Assess, Plan, Do, and Review'.• Education, Health and Care Plans (EHCP) and Annual Review Meetings, including a school report.• IAELD (Individual Assessment of Early Learning and Development) in Nursery and Reception.• We assess against end of year expectations for a different year group, if a child is working below their chronological age.• We use the pre-key stage standards materials in Year 2 and Year 6.• Our Learning Support assistants (LSAs) can complete baseline skills assessments in Reading & Spelling and Maths.
<p>2) Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none">• In-class small group support from Learning support assistant (LSA).• Removing barriers to learning through lesson planning.• Personalised curriculum (if the child is working well below their chronological age).• If a child has significant needs, and needs a high level of support as outlined in their Education, Health and Care Plan (EHCP), one-to-one support in-class from the LSA to facilitate access through support or modified resources.
<p>3) Strategies/support to develop independent learning</p> <ul style="list-style-type: none">• Visual timetable and visual prompts (we use Widgit symbols), checklists, "5, 4, 3, 2, 1" and Now/Next boards, timers, personalised word mats, scaffolded writing tasks, task board, writing frames.• Pre-teaching / Enhanced teacher support.• 'Chunking' of activities.• Peer support.
<p>4) Strategies to support/develop English (phonics / reading / writing) & maths</p> <ul style="list-style-type: none">• Small group support in class through Guided Teaching.• Small group for catch up English or Maths delivered by a LSA.• Pre-teaching.• Differentiated spellings to target gaps.•
<p>5) Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none">• Programmes and apps (Clicker 8)• Specialist equipment (e.g. wobble cushions, writing slope, theraband, fiddle toy, pencil grip, ear defenders, tinted exercise books, overlays, chew buddy, easi-grip scissors).• Prompts and reminder cards for organisational purposes (e.g. finger spacer, timers).• Access to voice recording equipment (e.g. Dictaphone, sound buttons) for verbal rehearsal to support written work.• Voice activated word processing in Word.

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.

- Personalised box of resources.
- Personal work space in class (dependent on need).
- Personalised Maths pack with manipulatives (e.g. numicon, cubes, number beads) and prompts (100 square, number line, times table list).

6) Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Liaison and meetings with external professionals.
- Termly progress meetings with parents.
- Meeting following an outside professional report.
- Initial meetings when school and/or a parent/carer has a concern.
- Neurodiversity checklists (for teachers to complete with parents).

Specific Needs

1) Social and interaction needs

- Friday Friendship club (weekly social skills group).
- Social skills programmes (e.g. Time to talk, socially speaking, circle of friends, Lego therapy, talkabout).
- Social stories and comic strip conversations.

2) Strategies to emotional and mental health needs

- Following the school's behaviour policy (available under policies).
- Safe space identified in school.
- Transition support when changing classes.
- Movement breaks.
- Zones of regulation principles.
- Protective behaviours (use of emotion cards).
- Strengths and difficulties questionnaire.
- Individual Risk Management Plan (Roots and Fruits completed to identify needs)
- Part-time timetable and Personal Support Programme (PSP) in consultation with parents.
- External advice/in-class support/access to nurture group from Chessbrook Outreach Support.
- Support from the Acorn centre
- Involvement of the Learning Mentor / Family Support Worker.

3) Strategies/programmes to support speech and language

- School staff liaising with the Speech and Language Therapist or Speech and Language teaching assistant.
- Wellcomm Early Years screener and activities.
- Delivery of a planned Speech and Language programme from a LSA.
- In-class support from teaching staff for recommended Speech and Language strategies.

4) Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- School staff meeting with the Speech and Language Therapist or Speech and Language teaching assistant.
- Delivery of planned interventions from Occupational Therapist/Physiotherapist by a LSA.
- Purchasing recommended resources.

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5) Access to Medical Interventions

- Personalised healthcare plan and support from specialist nurses.
- School protocols for children with significant medical needs and allergies.
- Provision of aids and resources to support learning.
- School accessing medical training when required.

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 families outside of school.
- The Learning Mentor provides targeted support at lunchtimes.
- Social stories are used to support personal care/playtime social interactions.
- Support with personal care from the LSA.

ii) Mentoring activities

- Use of talk partners.
- Use of peer mentoring e.g. for shared writing activities.
- Buddying across year groups.

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

- Meet and greet at the start of day.
- In-class LSA support in Key Stage 1, and Year group LSA in Key Stage 2, to build up trust with one member of staff.
- In-school support from Learning Mentor / Family Support Worker.
- Referral to the school nurse, Step 2 and CAMHS (Child and Adolescent Mental Health Services).
- Involvement of a Family Support Worker in the home.
- Team around the Family meetings (TAF) to support implementation of Families First.

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