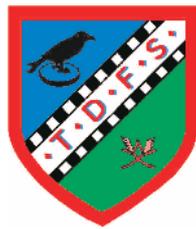


Special Educational Needs and Disability



Tannery Drift

— First School —

ROYSTON • HERTFORDSHIRE

Enjoyment – Achievement – Respect

Special Educational Needs and Disability

Tannery Drift First School is an inclusive school and may offer the following range of provision to support children with Special Educational Needs and Disability (SEND).

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. The complexity of SEND for these children will be at a severity of that rarely seen in other schools across the county.

Interventions

- 1 **Social Skills programmes/support including strategies to enhance self-esteem**
 - Pupils are supported in short, small group sessions or 1-to-1 situations depending on their identified need to discuss strategies to develop self-esteem.
 - Our Teaching and Learning Policy identifies that marking shows “two stars and a wish” to enhance esteem.
 - We have weekly Achievement Assemblies to reward effort, achievement, being a good citizen or sportspersons etc.
 - We use SEAL materials in assemblies and class – we follow the Learning for Life programme for PSHE.
 - We have “Play Leaders” at playtime who are older, trained pupils who will play games with younger children.
 - Some pupils may have a trained adult mentor who they come and talk to about things that they are proud of.
 - Each class has representation on the School Council.

- 2 **Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)**
 - Staff have access to the software, Communication in Print to produce printed matter with visual prompts for a small number of children.
 - We have Clicker 5 available throughout the school.
 - Access to laptops/ iPads as part of normal class provision.
 - Speaker system available to enhance hearing in main hall.
 - Devices for additional recording e.g. cameras, voice recorders.
 - Personal laptops for individual children who have Physical Impairments.

- 3 **Strategies/programmes to support speech and language**
 - We will deliver programmes provided by Speech and Language Therapists, in conjunction with support provided by the child’s parents at home in a 1-to-1 or individual setting (as suggested by the therapist).
 - Supported “show and tell activities” for FS/KS1 pupils.
 - We have ELKLAN trained Teaching Assistants who deliver sessions guided by the Speech Therapist.

4 Mentoring activities

- Access to trained mentor.
- In class strategies such as talking partners used.
- Play leaders in the playground at lunchtime.
- Additional person employed at lunchtime to lead play activities.
- Circle of Friends provided for targeted children.
- Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

5 Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs.

- Provision of specific resources and equipments, e.g. specially designed chairs and toileting rails.
- We will deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part of their Individual Education Plan. An example of this might be by using the "Write from the Start" handwriting programmes.
- We provide some small items such as writing slopes or pencil grips as required.

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

- We can provide "meet and greet" for anxious pupils, for example school refusers.
- We have Play Leaders at lunchtime.
- We access and work alongside our Network of schools Family Support Worker and other targeted services such as the North Herts Education Support Centre (NHESC) .
- We have an open door policy for all families.
- We collaborate with our School Health Professionals to support pupils with emotional needs.
- We do transition work at school to support the transfer to middle school. Extra visits may be arranged to the new middle school for targeted children. We support all pupils moving year group with a move-up session with their new teacher.
- We provide photo books of the new teacher / classroom etc. for certain pupils who need a visual prompt.
- The Education Support Worker provides Y5 transition programmes for some targeted Y4 pupils.

7 Strategies to support/develop literacy inc. reading

- Small group/ individual support for example with additional guided reading or phonics Access to Wave 2 or 3 strategies such as "Fisher Family Trust Literacy" for targeted individuals who meet the criteria for these interventions.

- Additional guided reading / comprehension practice. Booster classes where appropriate in Y4, for children who are on the cusp of the next National Curriculum level, to enhance progress to this level.
- Interventions for those with specific difficulties Literacy Support and TRUGs games for those with specific learning needs.
- We have spelling programmes for children who are not making as much progress as expected, these take place regularly in a 1:1 or small group session with a TA.
- For a small number of pupils who meet the criteria we will ask for the support of outside agencies such as Grange SpLd Base, Woolgrove MLD School Outreach or our Educational Psychologist.
- Repetitive over learning strategies to practice certain targeted skills for individuals.
- Opportunities for alternative ways of recording, other than writing.

8 Strategies to support/modify behaviour

- Positive behaviour strategies (in line with our Positive Behaviour Policy). We reward positive behaviours and discourage others.
- We work closely with the North Herts Education Support Centre to support good behaviour choices and improved self-esteem for a small number of pupils who have significant difficulties with their behaviour and self-esteem.

9 Strategies to support/develop numeracy

- Small group/ individual support for example with additional practice for number bonds or tables.
- Use of small visual apparatus to support kinaesthetic learners.
- Booster classes where appropriate in Y4, for children who are on the cusp of the next National Curriculum level, to enhance progress to this level.
- Provision to facilitate/support access to the curriculum
- Access to small apparatus for example for counting in Maths, number squares etc.
- Personalised activities as appropriate.
- Strategies/support to develop independent learning
- Vocabulary displayed in classrooms.
- Word mats.
- Provision of individual/visual timetables and checklists.
- Provision of sand timers where appropriate.
- Seating arrangements to allow a working buddy.
- Personalised activities/lessons.

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

- Play leaders available to organise play with younger children at lunch time, under the supervision of a Teaching Assistant.

- Provision of specialist equipment, eg. a specifically designed chair in the lunch hall for a child with a disability, and provision of a grab rail in the toilets.
- Support by individual members of staff for children with special toileting requirements.
- Targeted support and supervision in the outdoor areas for children with disabilities.
- An additional Assistant available at lunchtime to lead play opportunities.
- Reminding pupils to visit the toilet frequently.
- Certain pupils with medical needs quick access to use the toilet at any time.
- Reminders to drink water frequently.

11 Planning and assessment

- Teachers plan daily lessons to meet the needs of all pupils in their classes so as to promote learning for all.
- Teachers also plan additional provision for small groups (Wave 2) and individuals (Wave 3) to support learning needs.
- Teachers write Individual Education Plans for some pupils who are not making adequate progress.
- Teachers assess pupils daily to see how they are accessing their learning
- Referrals for assessment to external agencies as required.
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.
- Underlying ability assessments and assessments using the Dyslexia Portfolio, undertaken by SENCo as required.

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

- All parents receive a full school report each year. If parents require a separate copy (for example with parents who do not live at the same address) this can be arranged via the school office.
- There are termly opportunities for all parents to review their child's progress at Parent Consultation Evenings or Open Afternoons.
- There is an open door policy and parents may speak to staff members at the start or end of school or make an appointment to discuss more lengthy or private matters.
- For pupils with Individual Education Plans the class teacher will contact parents termly to review progress and discuss new targets.
- For pupils working with outside agencies such as North Herts Education Support Centre, Speech and Language Therapist, Educational Psychologist etc. parents will be invited into school to meet with these outside professionals to understand the nature of the work taking place.
- We contact parents termly to express our concerns and offer support to those whose children have poor attendance.
- We operate with the CAF system and have frequent Team Around the Child or Family meetings (TAC or TAF meeting) for some families.

- We liaise with our local Family Support Worker who can support families in need.
- Occasionally we have Pastoral Support Plans in place with some families where pupils are at risk of exclusion.
- Sharing of professional reports with parents.
- Implementation by school staff of recommendations made and strategies devised by external professionals to support children and/or their families.
- SENCo attends multi-disciplinary assessments as required.

13 Access to Medical Interventions

All staff are trained in basic first aid, care for pupils with epilepsy and anaphylaxis (epipens). We make all reasonable adjustments, in accordance with a pupil's Health Care Plan from their GP/Specialist Nurse, to support pupils.