

Special Educational Needs and Disability (SEND) Information for Arbury Primary School

Arbury is a mainstream primary school committed to meeting the needs of all pupils including those with SEND. We are an inclusive school, supporting the learning of all pupils, paying particular regard to their areas of strength and difficulty. Most children are taught alongside their peer group in class, but for some children, some of the time, we offer small targeted intervention programmes which better support their learning needs. In this way children at Arbury are given equal access to education; not everyone learns in the same way and at the same pace, therefore it is appropriate to respond to this difference by offering a flexible education depending on a child's need.

The intervention programmes we offer vary, from small group work to one to one support. The content varies according to need and the range is outlined in the table below. The decision to include children in intervention programmes is made by the class teacher in conjunction with the Inclusion Manager, parents and pupil where appropriate.

We recognise that because parents know their children best, we need to work together to give children the best quality, most appropriate support. The class teacher is available after school every Wednesday, and the Inclusion Manager, whose job it is to ensure that individual children's needs are met, is available to meet parents during the school day or before or after the school day. She can be contacted by email directly at sevans@arbury.cambs.sch.uk, through the school office at office@arbury.cambs.sch.uk, in person through the school office or by approaching her on the school playground before or after school.

Arbury Primary School offers a range of provision to support children with SEND or additional needs. The list below may be used as a guide to intervention support available.

Intervention
Social Skills programmes/support including strategies to enhance self-esteem and behaviour: <ul style="list-style-type: none">• KS1 – Time to talk• KS1/ KS2 – Anger management strategies• Blue Smile counselling support• Behaviour plans and reward systems• In class social skills programmes• KS2 motivational roles around school• KS2 Lego therapy• Year 6 transition programmes for moving to secondary school planned in partnership with the next school• Social skills groups• Sensory breaks
Access to a supportive environment – IT facilities/equipment/resources (inc. preparation): <ul style="list-style-type: none">• Use of iPads and computers to support individual learning targets in class• Access to small group sessions and focussed support• Teachers running small group intervention programmes• Teachers spending time 1 to 1 with children to advance learning• Small group quiet learning spaces• Pre-teaching

Strategies/programmes to support speech and language:

- KS 1 Speech and Language Project; Speech Therapist in school 1 ½ day each week to support in Reception and Year 1. Supporting caseload children, children needing more general language support, and teacher advice for practical in class support strategies, meeting with parents to discuss needs, progress and next steps for assessment
- Year 2 and KS 2 Speech and Language therapist in school ½ day per week to work with caseload children
- Speech and Language therapist intervention and therapy programmes which are then delivered in school by ELKLAN trained TAs
- Leading Teacher for English as an Additional Language (EAL) in school, staff receive regular training
- Talking partners (Yr3)

Mentoring activities:

- Adult mentors available to support children who are finding school difficult
- Nominated KS 2 children support KS1 children in the playground at lunchtimes and in Golden Time
- Regular cross phase 'class swap' activities to develop whole school cohesion
- Pupils can self-refer for Blue Smile mentoring support in consultation with the Inclusion Manager

Access to strategies/programmes to support Occupational Therapy/Physiotherapy need:

- Liaison with the OT/ physiotherapy service and referrals through the Inclusion Manager where appropriate with a programme led by school staff where deemed appropriate by the OT.
- KS1 Beam motor skills programme for children who have been identified as needing this support
- Practical equipment to support individuals including sitting mats, sloped writing boards, keyboards for writing and ergonomic pens and pencils
- Hand gym activities

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

- More regular home/ school contact where appropriate
- Parent/carer evenings each term, weekly opportunities to meet with the class teacher after school
- Meetings with teacher can be arranged directly with the teacher or booked through the school office
- Blue Smile referrals in consultation with the Inclusion Manager and termly meetings for parent/carers once supported by Blue Smile
- Attendance at after school clubs encouraged as appropriate
- Red Hen Project family workers and Locality family workers available for family support following referral.

Strategies to support/develop literacy inc. reading:

All children are taught phonics and reading skills through Early Reading Research (ERR) from their very first days in Reception. We offer parents/carers the opportunity to come in to school and watch ERR in action. In addition we run targeted reading groups twice weekly for all children at the appropriate level.

Programmes available to support literacy, depending on programme these may be led by a teacher or by a teaching assistant under the guidance of the Inclusion Manager:

- Extra ERR sessions (Key Stage 1)
- Key rings provided for home with targeted letters/ combinations, words on for daily home practice
- 6 minute folder multisensory phonics intervention (Yrs1-2)
- Key ring words to support learning high frequency words (Yr1)
- Small group reading/ writing support (YrsR-6)
- Individual structured reading and writing programme (Yrs3 – 6)
- Switch On Reading and Writing programme (Yr3 upwards)
- ERR spelling programme (Yrs3 – 4)

- 'Accelerated/Accelerate' (Yrs5- 6)
- High 5's reading and writing (Yr5)
- Ability grouping to support targeted teaching (Yrs5-6)
- Parent/carer information meetings
- Encouragement given to parents/carers to be actively involved in their child's reading development, including suggestions of activities

Strategies to support/develop Maths:

Programmes available to support Maths, depending on programme these may be led by a teacher or by a teaching assistant under the guidance of the Inclusion Manager:

- Number Box (Yrs1/2)
- Numicon groups (Yrs1-3)
- Springboard maths (Yrs4-5)
- Small group maths teaching (YrsR-6)
- Ability grouping to support targeted teaching (Yrs5-6)
- Parents/carer information meetings
- Encouragement given to parents to be actively involved in their child's mathematical development, including suggestions of activities

Strategies/support to develop independent learning:

- TASK breakdowns and/or visual timetables to support pupils to become independent
- Work tray activities
- iPads with appropriate apps for individual needs
- Individual timetables and targets monitored by senior members of staff

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

Where a pupil has an Education and Health Care plan (EHC plan) which provides fulltime hours of care for a pupil with significant needs, an adult is employed to supervise the pupil at all times. We have an intimate care policy that outlines our provision for pupils who have specialist personal care needs.

We have at least 5 adults supervising in the playground at play and lunchtimes, and an activity leader in the KS2 playground every lunchtime. Adult mentors keep a watchful eye over children who need it at play and lunchtimes.

Planning and Assessment:

High quality planning ensures the needs of all children are considered and catered for. All teachers review every lesson to take children's progress into account. The school assessment co-ordinator monitors the progress of all children. Teachers are involved in regular progress meeting for all pupils. Teachers and the Inclusion Manager meet three times yearly, as a minimum, to consider the needs of children with SEND. Parents/carers are invited in to meet with the Inclusion Manager annually to share, and contribute to, their child's plan. The Inclusion Leader and the Head Teacher use half-termly 'learning walks' as an opportunity to review day to day practice for children with SEND.

Statutory Assessments:

- Children in Reception are subject to ongoing assessment through the Foundation Stage Profile.
- Year 1 children are formally assessed in June using the Year 1 phonics check.
- All children are assessed on an on-going basis and complete ½ termly assessments in reading, grammar, punctuation and spelling, and maths.
- Year 2 children complete the SATS tests and related teacher assessments in May
- Children in Year 6 complete the end of Key Stage 2 SATS in May and writing assessments until the end of June

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

The Inclusion Manager is responsible for preparing reports for, and liaising with, external professionals and also, for attending meetings alongside, or in the place of, class teachers and sharing information received in school. This responsibility extends to ensuring advice is discussed, followed and reviewed.

Access to Medical Interventions:

Pupils with medical needs are supported to have these needs met, as far as is possible, at Arbury Primary School. We liaise with professionals and parents/carers to train staff, devise protocols and resource appropriately to enable us to support children who have long term medical needs. For those who have short term difficulties, we complete a risk assessment to decide what the areas of difficulty are and how to support the pupil with this. We take on medical responsibility after suitable and adequate training has been given. We communicate regularly with parents/carers of pupils with medical needs and always ask for advice if unsure.

Interventions programmes are carefully monitored. Short assessments are done before, during and after intervention programmes have been completed to allow staff to review the success and suitability of programmes. If, despite ongoing targeted support, a child is not making progress, the Inclusion Manager may talk to the parent/carer(s) about asking for external support to advise on next steps. This would involve filling in a comprehensive referral form with parents/carers and usually holding a Team Around the Family (TAF) meeting.

If, despite the involvement of external professionals (perhaps a Specialist Support Teacher, an Educational Psychologist or an Occupational Therapist amongst others), a child continues to struggle to make progress, parents/carers and school may decide together to apply for an EHC plan. This is a comprehensive process which can be talked about more with the Inclusion Manager.

For children with complex SEND, the frequency of such provision may result in parents/carers or the school applying for additional funding to support a child. This will follow the completion of a CAF and advice from local services such as the specialist teaching team in Cambridgeshire. Ultimately this may lead to an application for an EHCP to support the pupil and provide further resourcing.

For more information on the local offer in Cambridgeshire please follow the link below:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

Written September 2014 BT/ SE

Reviewed October 2015 / February 2016 / March 2017 – BT/SE