

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, benefitting from 'Quality First Teaching'. For some children, some of the time, we offer 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.

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 by appointment, and the SENDCo, 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 sdin@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.

The decision to include children in intervention programmes is made by the class teacher in conjunction with the Inclusion Manager, parents and pupils where appropriate.

Intervention
<p>Social Skills programmes/support including strategies to enhance self-esteem and behaviour:</p> <ul style="list-style-type: none">• KS1 – Time to talk• KS1 Bucket activities• 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• Sensory Circuits
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation):</p> <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• Small group quiet learning spaces• Pre-teaching• Equipment provided as advised by SENDCo, Support for Learning or other external professionals

Strategies/programmes to support speech and language:

- EYFS NELI (Nuffield Early Language Intervention) Programme
- Speech Therapist in school ½ a day each week to support children. Supporting caseload children, children needing more general language support, practical advice for in class support strategies for teachers and teaching assistants, meeting with parents to discuss needs, progress and next steps for assessment
- Leading Teacher for English as an Additional Language (EAL) in school, staff receive regular training
- Talking partners (Yrs 3-6)
- KS 1 Identiplay, Talking Boxes, Word Aware, bucket game.

Mentoring activities:

- Adult mentors available to support children who are finding school difficult
- 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
- Senior staff available to support children who need more support and ongoing mentoring.

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/Fizzy 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 English inc. reading:

All children are taught phonics and reading skills through the Story Time Phonics scheme from their very first days in Reception. There is lots of information about StoryTime Phonics on the school website.

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 StoryTime Phonics sessions (Key Stage 1)
- Key rings provided for home with targeted letters/ combinations, words on for daily home practice
- Key ring words to support learning high frequency words
- Individual/small group reading/writing support (YrsR-6)
- Individual structured reading and writing programme (Yrs3 – 6)
- Switch On Reading and Writing programme (Yr3 upwards)
- 'Acceleread/Acccelewrite' (Yrs5- 6)
- Ability grouping to support small group 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

- Use of 'Accelerated Reader' and 'Education City' computer programmes to support home learning
- PM Benchmark reading programme for children who need a scheme which breaks progress down into smaller steps (Yrs 3- 6)
- Home reading charts

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)
- Small group maths teaching (Yrs 5-6)
- Parents/carer information meetings
- Encouragement given to parents to be actively involved in their child's mathematical development, including suggestions of activities
- Use of 'Times Tables Rock Stars', 'Education City' and 'Numbots' computer programmes to support home learning at the right level for every child.

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 specific personal care needs.

We have adults supervising in the playground at play and lunchtimes, and activity leaders in both the KS1 and KS2 playgrounds 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. 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. Parents of children with SEND are encouraged to be actively involved in the development and review of their child's SEND Support Plans.

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
- Year 4 children will complete the Year 4 multiplication tests in June each year
- 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 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 and follow 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.

Children's progress is carefully monitored. 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 referral form with parents/carers and possibly 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 Education and Health Care Plan (EHCP). 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 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/>

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