

Pixmore Junior School

An outline of the provision we may offer to children with Special Educational Needs and Disabilities (SEND) 2019/20

Pixmore Junior School is an inclusive school and may offer the following range of provision to support children with SEND as part of good general teaching practice in making reasonable adjustments to support learning. We support children with a wide range of needs, including specific learning difficulties, speech and language difficulties, ASD, ADHD, and physical and neurological difficulties. Staff access training to enable them to support children with additional needs as part of quality first teaching. Support may include any of the following:

Intervention

Strategies to support/develop Literacy development, including reading

- 1:1 or small group guided reading by teacher or teaching assistant
- 1:1 daily reading with teaching assistant
- Short, focused phonics teaching activities following assessment to identify needs, in either 1:1 or small group using a range of resources e.g. Trugs games, Rapid Reading ICT
- Personalised learning in 1:1 or small group following programme devised by SENCo/teacher delivered by teacher or teaching assistant
- 1:1 tuition
- 1:1 conferencing with teacher
- Close working relationship with SpLD specialist teachers and implementation of programmes
- Advice from other professionals e.g. Educational Psychologist, Autism Advisory Teacher to provide and implement strategies to support and improve access resulting from barriers arising as a result of difficulties associated with specific conditions e.g. access to scribe, Easi Speak, Clicker 7 as alternative ways of recording
- Pre-teaching topic specific vocabulary – use of word learning tool kit
- Use of assistive technology, such as Reader pens, Clicker 7, translator programmes
- Use of scribe and/or audio recording
- Extra time during tests and adjustments to seating to reduce distractions

Strategies to support/develop Numeracy development

- 1:1 or small group teaching by teacher or teaching assistant
- Personalised learning in 1:1 or small group following programme devised by teacher, delivered by teacher or teaching assistant
- 1:1 tuition
- Kinaesthetic approach to numeracy teaching – equipment available for all children
- Close working relationship with SpLD specialist teachers and implementation of programmes
- Advice from other professionals e.g. Educational Psychologist, Autism Advisory Teacher to provide and implement strategies to support and improve access resulting from barriers arising as a result of difficulties associated with specific conditions e.g. chunking of work, pre-teaching key mathematical words and precision teaching where specific areas of difficulty have been identified.

Planning and Assessment to support learning

- Differentiated planning tailored to individual's interests
Highly focussed pupil progress meetings to identify barriers to learning and adjust provision to match needs every half term
- Early identification of any vulnerabilities that may present barriers to learning
- Formative feedback to support learning progression linked to consistent policy and practice to provide continuity and set high expectations – feedback appropriate to learning stage of pupil and may be written, verbal or in the form of photographs
- Use of small steps assessment tools to measure progress over time and identify gaps

Provision to facilitate/support access to the curriculum

- Development of individualised, differentiated curriculum based on children's individual interests wherever possible.
- Advice sought from wide range of relevant professionals and strategies implemented
- Supportive seating arrangements e.g. planned classroom layout, own space with equipment and personal belongings readily available
- 1:1 or small group support
- Working outside of classroom in quiet areas
- Access to ear defenders, wobble cushions, 'fiddle' toys, writing slopes, pencil grips, coloured overlay, or other equipment to support access to the curriculum and/or learning environment
- Access to IT

Strategies to support the development of independent learning

- Consistent application of Pixmore Learning Power across school
- Use of visual timetables/checklists/daily timelines either as class or 1:1
- 'Chunking' of activities
- Access to personal ICT
- Pre-teaching topic vocabulary
- Working walls/ learning support via displays

Strategies to support development of positive behaviour for learning and develop self- esteem

- Pixmore Behaviour Policy and home school agreement
- Consistent re-enforcement and use of Pixmore Way
- Pixmore Behaviour Ladder
- Individual or small group social skills support
- Use of time-out
- Learning mentor involvement
- Individual behaviour ladder combined with Pastoral Support Programme
- Part-time timetable as short term support to manage major escalations in challenging behaviour
- Use of social stories
- Risk assessment to identify strengths and difficulties and strategies to support
- External advice sought as necessary

Strategies to reduce anxiety/promote emotional well-being (including communication with parents, professionals, meetings and preparation of reports)

- Planned support programme delivered by learning mentor using protective behaviours and similar materials
- Sensory audits – adjustments to reduce sensory overload with accompanying anxiety
- Use of network hand
- Peer mentors – circle of friends
- Meet and greet at the beginning of the day

- Parental contact every week by face-to-face meeting, telephone, email
- Home school/personal contact book
- Positive achievement book
- Drawing and Talking on 1:1 or small group basis
- Drama therapy
- Play therapy
- Use of Families First Assessment to maintain contact via Team Around the Child (TAC) meetings to support any unmet needs
- Pixmore staff are experienced in liaising with a wide range of professionals and accessing specialist support where necessary. Recommendations are implemented and progress monitored regularly
- Parents are welcome to make an appointment or call in to see the head teacher, class teachers, Family Support Worker, key workers or SENCo at any time.

Strategies/Programmes to support speech and language development

- Programme provided by speech and language therapist delivered by teacher and trained teaching assistant between 2 and 3 times weekly
- Use of word learning toolkit by class teachers or teaching assistants to pre-teach topic vocabulary
- Talk About School/Friends etc. used by teaching assistants to support development of social language

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

- Breakfast/Morning and Brunch Clubs
- Lunchtime homework club
- Key Worker support
- High staff:pupil ratios during these times
- Individual break and lunchtime timetables and arrangements
- Intimate care plan, if required, produced in liaison with external professionals and parents/carers

Strategies to support young people who may be gifted and talented

- Extension and enrichment activities
- Access to wide range of after school clubs
- Signposting to clubs outside of school to support specific gifts and talents
- 1:1 tuition

Access to medical interventions

- Identified First Aiders and timetable
- Two members of support hold certificates in Paediatric First Aid
- First Aid training for all staff
- Access to, and support from, school health advisor
- Information on individual children e.g. allergy sufferers displayed in staff room
- Liaison with relevant medical advisor regarding necessary training to support medical needs e.g. teaching assistant trained to support child with type 1 diabetes, ESMA for children with long absences from school due to medical needs
- Close liaison with parents

The needs of the vast majority of children at Pixmore School can be met using strategies appropriate to their needs from the above list. However, where children are identified as having complex needs, a decision may be made to apply for Exceptional Needs Funding in order to support their learning in the light of their complex needs.