



## Support for children with Special Educational Needs and Learning Differences.

At Bridge and Patricbourne School we recognise the importance of helping all children achieve their true potential, emotionally, socially, physically and academically. Every child is unique and they will all progress at different rates.

### Support and Intervention

Some children will need extra support to help them progress in certain areas. This support is reviewed each term and may take place within the classroom or another room, it may be individual or within a small group. Programmes of support are known as Interventions. We use a wide range of interventions to address many different types of need.

Interventions can be led by a Teaching Assistant, Teacher, Headteacher or Deputy Teacher or the Inclusion Manager. If your child is receiving additional support within school it will be recorded on a Provision Map.

A copy of this will be sent home or given during a parent consultation meeting. Provision is reviewed once every two terms and either new targets are set or support is withdrawn depending on the rate of progress made.

Children with more complex needs and a Statement will have Individual Education Plans.

### Early Identification

A rich environment to develop early skills within the foundation stage is provided and children are given the opportunity to learn through a balance of play, exploration and direct teaching.

If it is felt that a child is not developing as expected we need to look carefully at all their areas of development to see where additional support may be required. Parents will be invited into school to meet with the class teacher to discuss their child's progress.

Discussion may conclude that the school needs to call upon advice from specialists (outside agencies) or that the child would benefit from an assessment which would give parents and school the information needed to provide a more specific appropriate approach or intervention. It is important to identify any learning differences as early as we can in order to have the maximum amount of time to help children in the areas that have been identified.

Of course not all children experiencing difficulties are identified whilst in the foundation stage or year one. It is important to remember that we need to give them time to grow and develop in maturity. Some difficulties are not highlighted until later on in a child's school career as it becomes more evident that they are not making expected levels of progress or that their development in certain areas (physically, socially or academically) is delayed.



### Role of the Class Teacher

Teachers are responsible for ensuring that children's work is appropriately matched to their level and adapted in such a way that would make it more accessible. This is known as differentiation. Children may be involved in the same learning goals but with a varied approach. All children are challenged to continually make progress and encouraged to seek guidance if they need further help. If a class teacher has concerns about a child's rate of progress they initially seek guidance from the Inclusion Manager. Parents are informed immediately and asked to meet with the class teacher and Inclusion Manager (if relevant) to discuss what can be done to address the issues raised.

### Teaching Assistants

We have a team of 17 teaching assistants who are all trained in specifically identified areas of need such as Dyslexia and Autistic Spectrum Disorder. They also receive training in order to deliver *interventions* such as SoundsWrite. Their work is varied but at the heart of everything is the ability to help nurture and develop the skills of all children.

### The Inclusion Manager – Mrs Carla Long

The inclusion manager is part of the Leadership team. She is a qualified Advanced Skills Teacher with over 25 years of experience. It is her responsibility to oversee the identification and support of children who have been raised as a concern either by their parents or the class teacher. She works alongside the Head Teacher and Deputy, class teachers, teaching assistants and parents to help provide effective intervention, resources and advice or assessment where necessary. She regularly liaises with the outside agencies working with specific children.

Each term there are opportunities for parents to meet with Mrs Long to discuss concerns and progress but parents are free to make appointments at any time via the school office or contact her via email.

### Description of Interventions used within school

- SoundsWrite - Programme involving the specific teaching of sounds to aid reading and spelling. (1:1 or group)
- Alpha to Omega – Dyslexia programme to develop spelling skills.(1:1 or group)
- Word Shark – A computer based programme involving a variety of games to help improve spelling.
- Accelerate/Acceleratewrite – A 6 week word processing programme to improve spelling and reading. (1:1)



- Dandelion Readers - A highly structured phonic reading scheme with associated activities.
- Trugs – Card games to improve reading skills. (small group or individual)
- Wave 3 Maths – Resource to break down the core areas in Maths providing tailored teaching programmes.
- Numicon – A hands on physical and visual maths resource (see Numicon website)
- Circle of Friends – A six week programme(6x20 mins) to explore and deal with difficulties children are having with peer relationships.
- Social Skills- Small group sessions involving games and discussion related to issues such as turn taking, dealing with emotions and building confidence.
- Drawing and Talking Therapy – 1:1 a 6 - 12 wk programme involving the child expressing and eventually resolving hidden emotions/ worries through drawing.
- Fizzy/Beam – Physical exercise programme to increase gross motor skills and develop core strength.
- Clever Hands – Exercises to develop fine motor skills.
- Write Dance – Movement and actions to music to help develop both fine and gross motor skills.
- Transition Groups – Group sessions to help build confidence and awareness relating to moving on to secondary school.