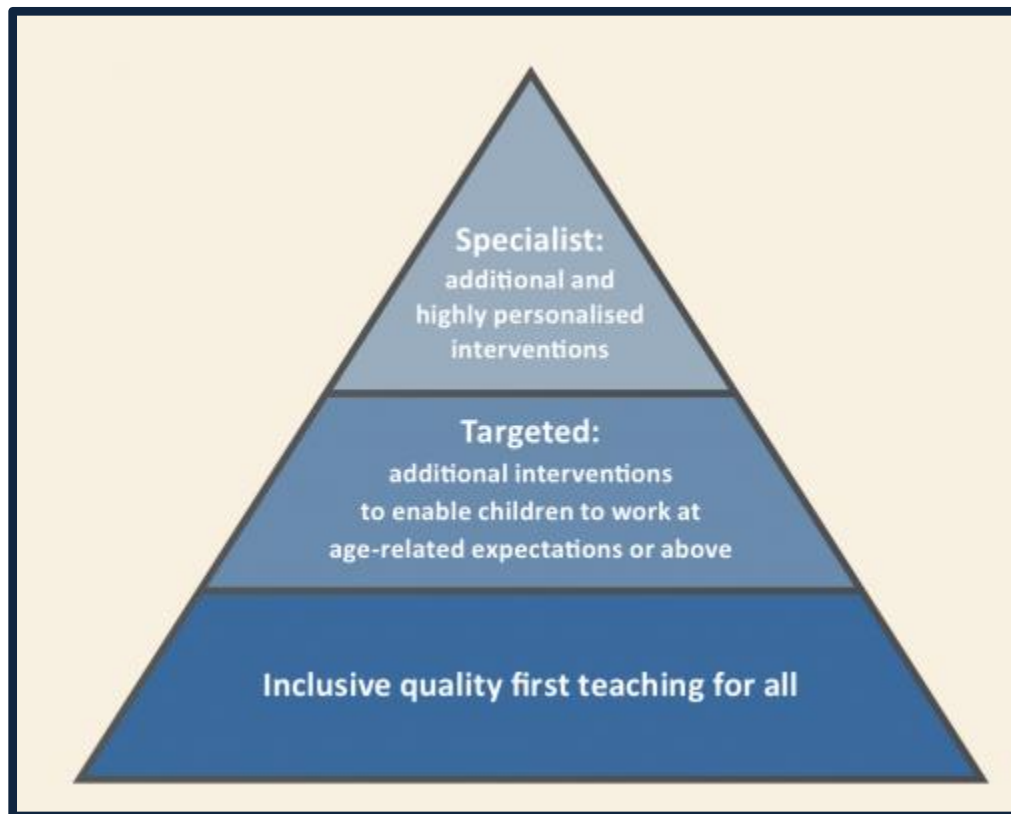


## APPENDIX 6 - Our Special Educational Needs Provision



All children, including Special Needs children are supported through our Inclusive Quality First support as follows:

- Quality First teaching where we aim to enable as much contact with the class teacher as possible, by utilising teaching assistant support to release the teacher
- Practical and concrete resources to assist understanding
- Visual cues, charts, mats and reminders around the classroom and on desks
- Small group support for part of the day
- Dyslexia, Autism and ADHD friendly language and teaching techniques

**All children, including Special Needs children are supported through our Targeted support as follows:**

- Small group support required for a majority of the day, with teacher input at higher ratios.
- Additional interventions for specific areas of learning, delivered through planned sessions with teachers and teaching assistants before or after school.
- Pre-Teach - Responsive first line intervention where children who have been assessed as not grasping concepts quickly, (targeted or SEN), will attend a short, focused session with the class teacher, to look at the concepts and skills prior to them being taught that day.
- Post-Teach - Responsive first line intervention where children who have been assessed as not grasping concepts quickly within the lesson, or on prior assessments, (targeted or SEN), will attend a short, focused session with the class teacher, to reinforce the skills and concepts delivered in the lesson that day.
- Tailored use of language, scaffolding and cues that are 1:2:1 in nature.
- A range of interventions and programs that are delivered within the school, or after and are specialist in nature and tailored via ongoing assessments to focus on particular needs such as speech and language, vision, memory and processing, movement, maths, literacy, behaviour, social skills and self-esteem.
  - a. Taught by a teacher/teaching assistant in a small group or 1:1 situation
  - b. Based on careful assessment of the child's needs
  - c. Highly structured so that steps in learning are achievable
  - d. Time-limited
  - e. Designed to boost progress and help the child close the gap between themselves and their age group.

**If these strategies do not support children in reaching their potential, they will then have access to additional specialist support. This takes the form of either:**

- A strategy, framework or evidence based program which has been recommended by an external agency such as Specialist Teaching Team (STT), Sensory Services Team (SEST), Working Together Team (WTT), Educational Psychologist (EP), SALT (Speech & Language Team), Children's & Adolescent Mental Health Services (CAMHs), Lincolnshire Healthy Minds (LHM). The impact of this work will be assessed by the school or external agency to measure the long term impact.

If the impact on the personalised and realistic targets set for the child with the Special Educational Need is low, another type of provision will be introduced.

The menu of school led, and external agency recommended provision types are listed below. Many of these programs are evidence based, with research indicating they have a positive impact on children who undertake them, according to the Education Endowment Fund (EEF), Best Evidence Encyclopedia (BEE) and Evidence4Impact (E4I). These are shown below as Evidence Based Interventions (EBI), or Evidence Based Approaches, (EBA).

Area Of Difficulty	Quality First & Targeted Interventions Managed On Day To Day Basis	Specialist Support Short Term Evidence Based Programs	Implementation Details / Evidence Base
<p>Reading &amp; Spelling - Phonics &amp; Decoding <i>(Dyslexia)</i></p>	<p>Alphabet Arc Syllable Boxes McKay's Make &amp; Break</p>	<p>Nessy Reading &amp; Spelling (Orton Gillingham Approach)</p>	<p>Y1 to Y6 / 4 x 20 mins a week / independent work with 5 minutes follow-up with a class teacher per child / ongoing program until completed <i>EBI - 40% increase in student average reaching expectations in 2.5 years of use</i></p>
<p>Reading - Fluency &amp; Initial Comprehension</p>	<p>New Read &amp; Write Book Series</p>	<p>Catch-Up Literacy (EBI) IDL Online Program Accelerated Reader (EEF) Talk &amp; Feedback via reading mentoring</p>	<p>Y1 to Y6 / 2 x 15 mins a week / CT or TA / 20 sessions <i>EBI +2 months progress each year the program is run</i> <i>EEF +6 months progress each year the program is run</i></p>
<p>Reading - Comprehension</p>		<p>EEF Reading Approach Comprehension Sessions</p>	<p>Y2-Y6 / 2 x 20-30 mins a week / CT or TA <i>EBA +5 months in each year</i></p>

Writing	Vocabulary Mats / Writing Checklists	Write Away Together  Dragon Voice Dictation / Dictate Pro	Y2 to Y6 / 1-2-1 or small group / 20 mins x 2 per week / 10 week minimum program  <i>EBI +8 months over 10 weeks</i>
Maths <i>(Dyscalculia)</i>	Concrete apparatus	Catch-Up Numeracy (EBI)  IDL Maths Online Program	Y1 to Y6 / 2 x 15 mins a week / CT or TA / 20 sessions  <i>EBI +3 months progress each year the program is run</i>
Recall, Recognition and Visual/Auditory/Receptive Processing Difficulties Of Specific Skills & Facts	Cue cards  Check lists	Precision Teach (EBI)	5 minutes a day per skill/fact with a CT or TA  <i>Recommended by STT and EP Services</i>
Coordination / Gross & Fine Motor Skills <i>(DCD / Dyspraxia)</i>	Sensory Circuits  Pencil Grips  Fine Motor Baskets	1 <sup>st</sup> Move  and/or  Recommended Physiotherapist, or Occupational Therapist Program	2 x 20 mins sessions a week / TA / Ongoing
Visual Tracking	Visual Overlay	Recommended Ophthalmic Tracking Program	As recommended
Memory / Processing	7 Step Approach  Visual Overlay	LDA Visual Processing Program  EyeCanLearn  Timed Repeated Readings	10 mins per day / TA / Ongoing  10 mins per day / TA / Ongoing

			5 mins per day / TA / Ongoing
Speech & Language Receptive and Expressive Language		1 <sup>st</sup> Call  Black Sheep  Dragon Voice Dictation  and/or  Recommended Program by SALT/ECLIPS	2 x 20 mins sessions a week / TA / Ongoing
Other Physiotherapy Need		Recommended Physiotherapist, or Occupational Therapist Program	As recommended
Sensory Processing Disorder (SPD)	Adjustments in class to routines and timetables  Ear Defenders  Sensory Cushions  Sensory Circuits	Sensory Processing Intervention Program	2 x 20 mins a week / TA / Ongoing  <i>Recommended by Working Together Team</i>
Social Skills - Friendships	Circle Of Friends  Talkabout	Socially Speaking Program  Friends For Resilience 8-11	2 x 20 mins sessions a week / TA / Ongoing
Social Skills - Communication	Social Stories - Gray  Talkabout	Socially Speaking Program  First Call  Let's Talk  Friends For Resilience 8-11	2 x 20 mins sessions a week / TA / Ongoing

		<p><b>Lego Therapy</b></p> <p><b>Art Therapy (Lapbook)</b></p>	
<p><b>Social Skills - Anger Management</b></p>	<p>Reflect &amp; Discuss Session - Blinks</p> <p>Safe Area</p> <p>Adjustments in class to routines and timetables</p>	<p><b>Volcano In My Tummy Program</b></p> <p><b>Starving The Anger Gremlin CBT Program</b></p> <p><b>Friends For Resilience 8-11</b></p>	<p><b>1 x 30 min session per week / Pastoral Team</b></p>
<p><b>Self-Esteem</b></p>	<p>Reflect &amp; Discuss Session - Blinks</p> <p>Special Direct Social Stories</p>	<p><b>One Of A Kind Helping Children To Build Self-Esteem</b></p> <p><b>Drawing &amp; Talking</b></p> <p><b>Friends For Resilience 8-11</b></p> <p><b>The Feelings Artbook</b></p>	<p><b>1 x 30 min session per week / Pastoral Team</b></p>
<p><b>Anxiety</b></p>	<p>Reflect &amp; Discuss Session - Panicosaurus</p> <p>Reflect &amp; Discuss Session - Blinks</p> <p>Safe Area</p> <p>Adjustments in class to routines and timetables</p> <p>Hey Sigmund</p>	<p><b>Starving The Anxiety Gremlin CBT Program</b></p> <p><b>Friends For Resilience 8-11</b></p>	<p><b>1 x 30 min session per week / Pastoral Team</b></p>
<p><b>Bereavement</b></p>	<p>Regular Talk Sessions</p>	<p><b>Drawing &amp; Talking</b></p> <p><b>NHS Bereavement Services</b></p> <p><b>Grief Encounters</b></p>	<p><b>1 x 30 min session per week / Pastoral Team</b></p>

<b>Family Separation</b>	Wishes & Houses	<b>Drawing &amp; Talking</b>	<b>1 x 30 min session per week / Pastoral Team</b>
<b>Abuse</b>	Wishes & Houses	<b>Drawing &amp; Talking Team Around Child Child In Need Child Protection</b>	<b>1 x 30 min session per week / Pastoral Team</b>

### **Evaluation Of Specialist Provision:**

The success of each provision is measured through an entry and exit level assessment, many of which are built into the programs delivered. Records are kept for each child undertaking these provisions, so that individual impact can be seen. The success is then recorded on the EHCP and SEN Needs Profiles. Should a program not have made a positive impact on the child, an alternative will be found.

Strategic evaluation of the provision given to children with SEN is met through analysis of the intervention's impact for all children who undertake it, via a database of children's success against the provision type. This is evaluated annually to ensure the provision is successful and fit for purpose. Changes to whole school provision programs are made when new evidence indicates an improved resource could be available, or when the provision type is not having the desired outcome for a majority of children undertaking it.